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NEA Today

WASHINGTON, D.C. MAY 1987

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 5, NO. 8

'I Love Bugs'

...and other joys of elementary science

story on page 4

Kjell B. Sandved

PRESIDENT'S VIEWPOINT

A National Report Card

How well are our students learning? This question, easily among the most important in all of education, is also among the most difficult to answer.

In fact, there is only one yardstick that measures a representative sample of America's students: the National Assessment of Educational Progress. The NAEP, now nearing its 20th anniversary, is a federal program that assesses the academic skills of third, seventh, and eleventh graders.

Each NAEP assessment is administered to some 25,000 students per grade level, a number high enough to generate a national portrait of student achievement. But the NAEP currently does not issue data on how students are doing by state or by local school district.

Should it? A special Study Group appointed by the U.S. Department of Education recently concluded that the NAEP *should* generate results that allow state-by-state—and even district-by-district and school-by-school—comparisons.

I have no doubt that we need to know more—much more—about what our students are and are not learning. NAEP is a valuable source of such information. New testing techniques pioneered by NAEP let students display what they know through exercises that go far beyond the simplicities of standardized multiple choice tests.

These new assessment techniques are exciting. But advanced as the new approaches may be, they can still assess only what the National Academy of Education calls "children's command of basic academic skill and knowledge."

Joe Di Dio

NEA President
Mary Hatwood Futrell

The prestigious National Academy, in an analysis of NAEP released earlier this spring, found a "fundamental dilemma" at the core of the national assessment process.

Explains the Academy: "Those personal qualities that we hold dear—resilience and courage in the face of stress, a sense of craft in our work, a commitment to justice and caring in our social relationships, a dedication to advancing the public good in our communal life—are exceedingly difficult to assess."

The result? We are, says the Academy, "apt to measure what we can, and eventually come to value what is measured over what is left unmeasured."

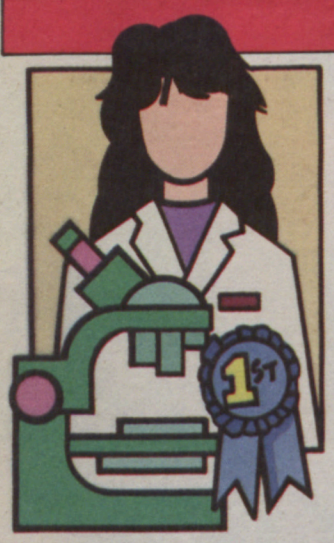
At the local level, this dynamic can all too easily translate into pressure on teachers to reduce emphasis on topics the NAEP doesn't test. Over time, this pressure can work to narrow the curriculum, restrict course offerings, and limit the options of local school districts that wish to "look good" on the NAEP.

This pressure would intensify if the NAEP were to provide comparative test scores by state, school district, and school. Simple numerical comparisons, the National Academy notes, are ripe for abuse. Schools with greater resources—or with greater determination to "teach to the test"—will consistently rate higher.

Schools, districts, and states, the Academy points out, will improve their performance more systematically by monitoring their performance over time than by looking next door to see if they are doing better or worse than their neighbor. Self-criticism—not competition based on suspect comparisons—is the way to really open the path to improving education.

I hope the National Academy's discourse on the NAEP program spurs an even deeper dialogue on national assessment. Throughout this dialogue, let's keep the focus on the primary task before us: helping communities provide each and every child a quality education. □

TRENDS



A First...At Last

Still believe that girls take to science like fish to land? If so, it's time for reassessment.

This year, girls took the top two prizes in the annual Westinghouse Science Talent Search, the first time ever in the contest's 44-year history.

Louise Chang, a 17-year-old from Chicago, won a $20,000 scholarship for research in the field of genetics. The runner-up—Elizabeth Wilmer, a 16-year-old from New York—was cited for her exemplary work in mathematics.

Stay tuned: five winners of the Westinghouse search have gone on to win Nobel Prizes.

Home Is Where The Start Is

Parental participation in homework can greatly improve a child's academic achievement, according to University of Illinois education professor Herbert Walberg. Walberg collated more than 2,500 studies on factors that contribute to student achievement.

"When you consider that children spend only 13 percent of their time in school and 87 percent of their time in the home," says Walberg, "you begin to see the importance of parental input, or what I call the 'curriculum of the home.'"

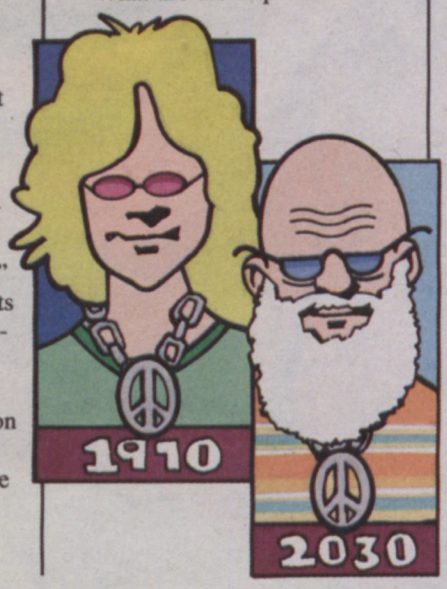
But other experts and parents aren't so sure parental involvement always helps.

Says Stanley Salett of the National Citizens Committee on Education, "From our own experience, we know that there are times in the parent-child relationship when a parent wanting to help and a child resisting him can result in poor school performance."

The Baby Boomerang

The baby boomers of yesterday will soon be the octogenarians of tomorrow. Well, not quite tomorrow. The Census Bureau predicts that by 2050, 5 percent of those born between 1946 and 1964 will still be living. And (yes, your math is right) all will be 85 or older.

What are the implications?



► The four-score-and-five crowd will make up a quarter of the elderly population, up from 9 percent today.

► Men will have a clear advantage in the dating market. Women will outnumber men, after age 85, by 2 to 1.

► One-third of the baby boom's children will have an elderly parent, and the "boomlets" will themselves be between 60 and 74 years old.

► Family reunions will be crowded.

Feelin' Groovy

Pollyanna lives!

A recent poll by the Roper Organization found American youngsters are overwhelmingly happy with the way things are going in their country, family, and school.

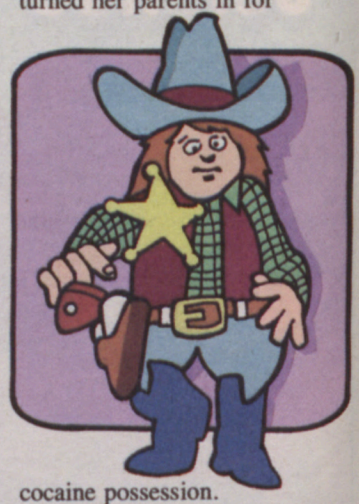
Children of divorced parents and from families with low incomes showed greater dissatisfaction than other children, but even 80 percent of this group said they were happy at home.

What ever happened to good old-fashioned angst?

My Daughter, My Sheriff

Almost half the teenagers polled by *Seventeen* Magazine say they would not hesitate to have their parents arrested for drug use.

And 82 percent of those surveyed backed the actions of a 13-year-old California girl who turned her parents in for cocaine possession.



The teens, however, weren't exactly models of consistency. Only 30 percent thought parents should inform the police of their children's drug use. □

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TESTING VETERAN TEACHERS

Austin American-Statesman

A teacher dons clown garb to dramatize opposition to the Texas "competency" test at a testing site last spring.

The Fad That Faded

After four years of controversy, the teacher "competency test" bandwagon is stumbling to a stop. More and more policymakers now understand that testing veteran teachers is no way to improve education.

Teacher "competency" testing—the idea that practicing teachers ought to be required to prove their competence by passing a paper-and-pencil test—first surfaced as a serious state legislative issue in the early 1980s.

For many politicians, particularly in the South, advocating competency tests for teachers seemed a politically risk-free way to address public concerns about improving education.

In Arkansas, Texas, and Georgia, such politicians made teacher competency testing the centerpiece of their commitment to education "reform."

Today, four years after the first statewide teacher competency law was passed, politicians are no longer promoting such statutes as a cure-all for education problems. No state has enacted a teacher competency testing law since 1985, and in one state where competency tests were enacted—Texas—legislators have had a change of heart.

What happened? Just what opponents of teacher competency testing predicted all along. The tests have turned out to be wasteful exercises that demoralize teachers while adding little, if anything, to the quality of education.

Between 1983 and 1985, legislators in Arkansas, Texas, and Georgia hastily enacted the nation's first three teacher competency statutes. In all three states, the new laws were opposed by the NEA state affiliate—and by testing experts.

Argued Gregory Anrig, head of the Educational Testing Service, the nation's largest testing corporation: "To put an experienced teacher's professional career on the line solely on the basis of a mandatory one-time test is both an injustice to the teacher and a misuse of tests."

But Arkansas, Texas, and Georgia lawmakers went ahead with their competency testing plans anyway. The Arkansas and Texas laws mandated that teachers first pass a basic skills test in language arts (the Arkansas test also included math) and then a test on their subject matter. The Georgia law stipulated that teachers be tested only in the subject area they taught.

Teachers in Arkansas and Texas have now taken the basic skills test. In Georgia, teachers required to take a subject test are doing so as their certificates expire. (Unlike Texas, Georgia has so far exempted teachers with lifetime certificates—awarded before 1975—from the test requirement.)

In all three states, the overwhelming majority of teachers have passed the tests. In Texas, with 160,000 teachers, the final pass rate is 99.1 percent.

To find out that 99.1 percent of its teachers can pass a competency exam, Texas spent some $6 million. Arkansas and Georgia spent respectively $1.4 million and over $2 million on their tests. Those millions could have accomplished something if they'd been invested in a program to really help teachers teach.

Texas legislators seem to have come to the same conclusion. Earlier this year, the legislature repealed the competency testing law's requirement that current teachers pass a subject matter test. At the time, State Sen. Carl Parker, chair of the Senate Education Committee, admitted the tests would be a waste of money.

But the true cost of the Arkansas, Texas, and Georgia tests can't be measured in dollars alone. In each of the three states, the competency tests have undercut efforts to enhance the professionalism of teaching.

The competency tests in Arkansas and Texas, which were administered on one day to all teachers in the state, were in many places conducted in a sloppy, unprofessional fashion. In Arkansas, proctors searched teachers' pockets and handbags—even their wristwatches—for calculators and other contraband.

Right from the start of the competency testing controversy, NEA members noted again and again that there must be a competent teacher in every classroom. Competency testing mandates produce newspaper headlines. But they don't guarantee parents competent teachers for their children.

"A paper-and-pencil test will not tell you if a teacher can really teach," notes NEA President Mary Hatwood Futrell. "If our politicians were serious about improving the quality of teaching, they'd insist that every school district hire only well-trained teachers and then evaluate them on a regular basis. That's hard work, but it's work that pays off—in quality education."

More politicians now seem willing to undertake that hard work. Some have undoubtedly come to understand why not one major education reform report of the '80s—including the landmark *A Nation At Risk*—ever recommended requiring veteran teachers to take paper-and-pencil competency tests.

Other politicians have realized that teacher competency testing isn't the politically risk-free strategy they first figured it to be. Texas Gov. Mark White learned that accepting competency testing as a political expedient can turn into a political disaster.

White, who in 1984 signed into law the omnibus education reform bill that included teacher testing, was defeated for reelection in 1986. Observers credited teachers with his defeat. Teachers knew White had done nothing to stop the legislature from adding teacher testing to the bill. In 1982 the Texas State Teachers Association had enthusiastically endorsed White and given him two million hours of volunteer help. In 1986 TSTA made no endorsement in the gubernatorial race.

"Politicians who want to play political games with education have to understand that every game has a winner and a loser," says TSTA President Charles Beard. "Those of us who care about public schools aren't going to sit back and let the loser be quality education."

—Nancy R. Needham

News Beat

● The National Commission on Excellence in Educational Administration is calling for radical changes in **school administrator training**. The Commission, created by 50 universities, recommends that public schools become full partners in administrator preparation, that a national policy board be established to monitor training, and that more minorities and women be recruited into school leadership. Of the 505 U.S. institutions offering courses in school administration, fewer than 200 "have the resources and commitment to provide excellent training," the Commission charges.

● The latest estimates from state education agencies and NEA Research once again show a tremendous disparity in states' **expenditures per pupil** in average daily attendance. In the current school year, Alaska is spending $8,842 on each of its students, while Utah is spending just $2,455. Average expenditure nationwide? $3,970 per student.

● Forty-six states are now distributing **Congressional Teacher Scholarships** of $5,000 a year to almost 2,000 high school graduates in the top 10 percent of their classes. The recipients pledge to teach two years for every year they receive a grant. NEA supports this federal program as a way to ease the teacher shortage.

● Urging Congress to expand the scope of **Chapter 1** programs and increase funding, senior officers of five major U.S. corporations testified that the quality of the nation's future workforce hinges on improving the education of low-income youth. The business leaders said Chapter 1 programs in lower grades have a proven track record of success in helping youth "break out" of their initial disadvantages. But lack of similar programs in higher grades often impedes these students' progress. □

WELL PUT!

"Enhancing educational opportunity is an investment. The size of the investment, however, is not the fundamental issue. What counts is the return. As early childhood programs have demonstrated, investments in education can, and will, produce long-term returns far in excess of the original investment. But we must allow our investment to grow and mature."

—William S. Woodside, American Can Company executive committee chair, in congressional testimony March 16.

COVER STORY

SCIENCE

IT REALLY SHOULD BE ELEMENTARY

Kids have a natural curiosity about science. Association members have found the only way to nurture that youthful sense of discovery is through lots of imaginative, hands-on activities and careful direction.

All right, so it's not everyone's idea of a good time: watching 110 fifth graders pick and probe the insides of 55 pairs of beef lungs sent over by the local meat packer.

But if you're an elementary school teacher trying to help a youngster figure out how the cilia in a human lung filter out impurities (and why they don't work so well for smokers), would you rather the student looked at a flat illustration in a textbook, or checked things out first-hand in a set of lungs closely resembling a human's?

For Coloradan Bob Stack, whose fifth graders at Shawsheen Elementary School in Greeley just finished the cattle lung dissection, hands-on is the only way to go. His preference is echoed by growing numbers of his elementary colleagues around the country—teachers determined to help all their students get a sound grounding in science education *before* they go on to secondary school.

Unfortunately, too many students still view science as something to tolerate in elementary school and to avoid in high school. A recent study by the National Science Teachers Association found that one in three of the nation's high schools doesn't even offer a physics course, while one in five doesn't offer chemistry and one in 10 doesn't offer biology.

The Second International Science Study, a 1983 survey of 25 countries' fifth, ninth, and twelfth graders' science knowledge and skills, showed that American kids know less about space travel today than they did 15 years ago. The same study confirmed again that American girls' science skills lag well behind boys'.

Left: Greeley, Colo., fifth graders study the human respiratory system as explained by teacher Bob Stack. Right: Ariel Schultz holds Shawsheen Elementary's pet tortoise, Bum.

Ernie Leyba/PHOTOSTAFF

Although scientists and science educators differ on how best to spark children's interest in things scientific, nearly everyone who studies American youth's scientific illiteracy seems to agree on most of the root causes:

► *Poor preparation for elementary teachers.* A 1985 National Science Teachers Association study says only 10 percent of the nation's 1.2 million elementary teachers have taken more than three semester hours of science in college. Consequently, this study suggests, most elementary teachers feel ill-prepared to teach science and so downplay the subject.

► *Inadequate time devoted to science instruction.* A recent study of 1,500 elementary schools by the Association for Supervision and Curriculum Development found that a typical fourth grader receives just 28 minutes of science instruction per day, compared to 34 minutes for social studies, 52 minutes for math, and 100 minutes for language arts. Another study found that one in three elementary teachers taught science two days a week or less. In many schools science is scheduled for the last period of the day, when kids are tired and inattentive. The renewed emphasis on "basic" skills—reading, writing, and math—has further reduced time spent on science.

► *Poor teacher salaries.* According to NEA research, the average first-year elementary teacher in 1985-86 earned $16,963. The average college grad with a bachelor's degree in chemistry pulled down $22,764. Little wonder, then, that many sharp science graduates choose not to go into teaching.

► *Woeful in-service programs in elementary science.* Elementary teachers are more or less left on their own to come up with imaginative science instruction. Says one, "I could learn more from reruns of 'Watch Mr. Wizard' than I get out of my district's in-service."

► *Lack of collaboration between elementary and secondary science teachers.* Most schools don't encourage elementary and secondary science teachers to share ideas or to put together a strong K-12 science curriculum. Elementary teachers need access to an accomplished science consultant, argues Bud Ellis, a chemistry and biology teacher at Addison (Mich.) High. Most districts already have secondary science teachers who could be freed up for one period a day "to help elementary teachers develop 'real' science learning activities as opposed to rote textbook exercises," Ellis says.

► *Too few good instructional materials.* Most science textbooks for the elementary grades are fact-based, devoting little space to how these facts relate, and suggesting few hands-on exercises. But there's no shortage of kits promoting "gee whiz" one-shot semi-science projects. Many companies sell schools materials that will spark a one-day explosion of interest that quickly peters out. Often kids get no connection between these whizbang kits and basic science principles.

So are we hopelessly lost in a morass of scientific illiteracy? Not at all. There are plenty of thoughtful elementary science teachers with imaginative programs that give kids a good grounding in science—and most of all give them a basis for wanting to learn more in their high school years and beyond.

Ernie Leyba/PHOTOSTAFF

Every year for 36 years, Illinois Association member Yvonne Johnson has relied on her imagination and expertise to turn kids on to science. Judging by the demands on her time to train others in how to teach science, Johnson is succeeding.

A fifth grade teacher at West School in Sycamore, Johnson describes herself as "a combination of sweetness and stubbornness." She says there are no secrets to reaching kids: "They're naturally curious about things scientific, but they need hands-on experience to get them into the subject."

Like other successful teachers, Johnson uses a cross-discipline approach, weaving language arts, math, and social

COVER STORY

NCE

studies into science.

In Greeley, Colo., Association member Bob Stack draws on his own boyhood interest in science to spark his fifth graders' imagination and inquisitiveness. As one of Colorado's two representatives in NASA's Teacher in Space program, Stack believes elementary science must be relevant to the real world without bogging kids down with lofty theory they might not retain anyway.

An example of his approach was Stack's series of lessons related to the space shuttle. As one of the 100 or so teachers nominated to fly on the shuttle, Stack had access to tapes of the astronauts' training as they prepared for the Challenger flight.

"The kids really got excited about the shuttle mission," Stack says, "because they could relate the tapes to news accounts of the shuttle's prelaunch activities. After the Challenger tragedy, the students were able to explain to their parents what might have gone wrong with the shuttle's booster rockets."

Alan Borrud

In Washington's Evergreen school district, Vancouver fifth grade teacher Lynn Parker comes at science from a different perspective, using her 20 years of experience as a research lab technician to construct a complete sixth grade science program for her school, Fircrest Elementary. Parker realizes that her background sets her apart from most elementary teachers, and she understands why some are intimidated when it comes to teaching science.

"Even with my science background, it took me more than a year to design our science curriculum," she notes.

Parker's method is to set up a structure that follows roughly the six units of the science textbook. She begins by passing out booklets that provide an overview of the unit, followed by an outline which all students are required to copy. She also requires each student to keep a science notebook. Following review of the outline and class discussions, students proceed to once-a-week hands-on activities.

For the study of animals and their environments, Parker buys inexpensive molds of animal footprints (raccoons, deer, possum) and has students make

Alan Borrud

Alan Borrud

Above left: Vancouver, Wash., kindergartners turn chicken eggs in an incubator. Above: Sixth grader Mandi Hillstead tests chemical reactions under the scrutiny of teacher Lynn Parker. Above right: Sean Otto proudly displays bear paw casts and shoebox filled with things associated with bears.

their own plaster casts. Each cast goes into a shoebox, and around it go the elements of the animal's environment—small sticks, grass, leaves, pine needles, whatever.

This winter Parker organized her school's first elementary science fair, which drew more than 300 entries. Among the projects: a scale model of the Bonneville Dam, complete with working pump and flowing water. To lure parents to the fair, Fircrest students sold $700 worth of raffle tickets, offering a microscope and other science equipment as prizes.

No matter what particular instructional methods they choose, elementary teachers striving to improve the teaching of science seem to agree it's important to—

► Demonstrate scientific principles whenever you can, using inexpensive materials that kids can scavenge.

► Don't worry if experiments—yours or the students'—fail. Kids need to know that scientists often fail many times before they succeed. If an experiment fizzles, explain why—and show how to correct the problem.

► Have kids participate in science fairs, but make sure each gets a small prize.

► Apply for science grants. The National Science Foundation (*see story at right*) is one good source. For information contact NSF, Room 420, 1800 G St., N.W., Washington, DC 20036.

► Tune in to your local public broadcasting station for some quality math-science programs, especialy "3-2-1 Contact" and "Square One TV." Teacher guides and other materials for the new fall shows will be available after Sept. 1 from Rob Madell, Children's Television Workshop, 1 Lincoln Plaza, New York, NY 10023.

► Form coalitions with other science teachers, and contact businesses for donations of materials to use in class.

Finally, say successful science teachers, remember that all kids have a natural curiosity about the scientific world—but they need encouragement and direction, a chance to fail and a chance to succeed.

—Bill Fischer

BEYOND WORDS

Revitalizing Science Education

Most of the big money and attention have traditionally gone to secondary science education. Now elementary science is getting its share of both.

Leading the charge to overhaul elementary science instruction is the two-year-old Triangle Coalition for Science and Technology Education, composed of more than 50 national groups representing education, labor, science, engineering, and business. The Coalition, headquartered in Washington, D.C., is co-chaired by NEA President Mary Hatwood Futrell, Dupont Executive Vice-President Robert Forney, and University of California–Berkeley scientist Glenn Seaborg.

Already the Coalition has helped develop a nationwide network of 150 local community action groups, provided each with an operations handbook, and linked them together with a bimonthly newsletter. The Coalition is now developing a multimedia "action package" of materials to help local groups promote elementary science and work with teachers. The Coalition also wants to expand the pool of scientific and technical talent, with special attention to training more female and minority students.

On the funding front, the National Science Foundation has launched an ambitious $25 million program to improve the quantity and quality of elementary science instruction by 1990. Three projects were recently announced.

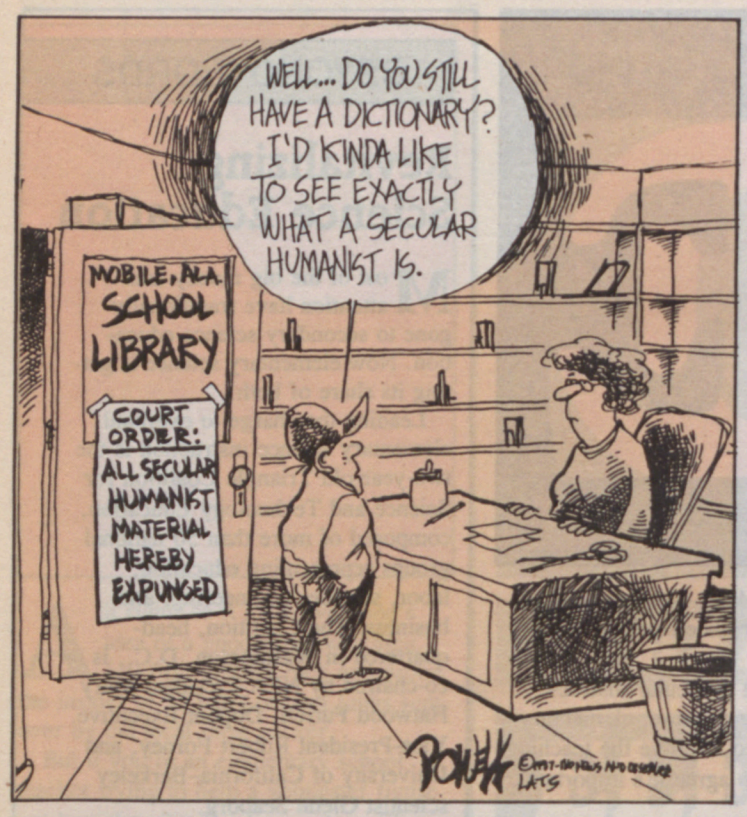
The Massachusetts-based Technical Education Research Centers have received a $2.2 million NSF grant that—combined with $2.5 million from the National Geographic Society—will fund the National Geographic Kids Network. The goal is to link thousands of elementary students across the country, so they can compare results of experiments, using telecommunications and computer-generated charts and maps.

The first pilot test of the network took place last year. Fourth, fifth, and sixth graders from nine schools in nine states studied acid rain. After sampling local water supplies, students exchanged test results.

Two other projects have also received $2 million NSF grants, with similar amounts contributed by science publishers Kendall/Hunt and Delta. The Colorado-based Biological Science Curriculum Study will focus its attention on designing new science and health curriculums. The other project, to be conducted by the Education Development Center of Newton, Mass., aims to strengthen urban science programs, with schools in Cleveland, Boston, Pittsburgh, Philadelphia, Los Angeles, and San Francisco participating.

—B.F.

HUMAN RIGHTS


WELL... DO YOU STILL HAVE A DICTIONARY? I'D KINDA LIKE TO SEE EXACTLY WHAT A SECULAR HUMANIST IS.
MOBILE, ALA. SCHOOL LIBRARY
COURT ORDER: ALL SECULAR HUMANIST MATERIAL HEREBY EXPUNGED
POWER

Alabama Judge Turns Constitution 'On Its Head'

"When you were very young, you probably accepted all your family's values without question. As people grow, see more of life, and learn to think on their own, they may choose other values. However, changing a set of values may bring conflict to your life. For example, you may decide that the ideals your friends have will not make you happy. Someday you may be faced with putting your ideals before theirs. Only you can judge your own values."

This passage appears in *Today's Teen*, a home economics textbook widely used across the United States. But that book and 43 others won't be used in Alabama if a recent decision by Mobile District Court Judge Brevard Hand is allowed to stand.

In an early March ruling, Hand backed a group of Alabama parents who charged that textbook passages like the one above promote the "religion" of "secular humanism."

In all, Judge Hand found suspect passages in 44 widely used texts. He banned all of them from use (except for comparative religion courses) in the Mobile schools and ordered their removal from the state-approved textbook list.

In late March, however, the 11th Circuit Court of Appeals temporarily set aside Judge Hand's order until an appeal can be heard (probably this summer), thereby allowing the 44 texts to be used for the remainder of this school year.

The banned books range from *The American Dream*, published by Scott, Foresman and Company, to Ginn and Company's *Caring, Deciding, and Growing*. Dozens of states are regularly using the same textbooks Judge Hand outlawed for Alabama classroom use.

The Alabama book-banning ruling actually has its roots in an earlier controversy over school prayer. In 1982, Judge Hand had dismissed a constitutional challenge to an Alabama statute that permitted prayer in public schools. A federal appeals court subsequently reversed Judge Hand's decision and struck down the school prayer law; the Supreme Court upheld the reversal in 1985.

Judge Hand, who believes that public schools are "brainwashing" students with secular humanist teachings, quickly shifted legal gears and realigned the parties in the suit. He made plaintiffs of those who had intervened to defend school prayer and turned the original plaintiffs into defendants in a suit now charging that public schools violate the separation of church and state by using texts that promote secular humanism.

The trial began last October. The parent group presented witnesses who testified that the textbooks at issue teach secular humanism by promoting individualism, one-world government, situation ethics, and hostility toward family, parents, and theistic religion.

Not surprisingly, Judge Hand agreed. His ruling found that 44 textbooks used in Alabama violate the First Amendment because they promote the religion of humanism and neglect the role of theistic religion in American history.

Judge Hand's decision "turns the Constitution on its head," says NEA General Counsel Robert Chanin. "The idea that not promoting a particular religious belief is in itself a religious act defies logic."

Notes NEA President Mary Hatwood Futrell, "NEA has historically opposed book censorship and book banning. We will continue to do so."

What is secular humanism? John Buchanan, an ordained Baptist minister and former Republican congressman from Alabama who chairs the NEA-backed People for the American Way, says that secular humanism "appears to exist only in the eyes and minds of the beholders.

"Secular humanism is everything the religious right disagrees with," says Buchanan. "And to package it, they call it a 'Godless religion.' I think this is the first time a religion has been defined and created by its antagonists."

Most legal observers expect that Judge Hand's banning order will eventually be overturned. But the book ban, many fear, will have a negative impact all the same. The books banned in Alabama are likely to be challenged in many other states. Textbook publishers, for their part, may see the ruling as yet another reason to water down their books to avoid clashes with religious groups.

Neither trend bodes well for quality education. □

Alan Whitman

WASHINGTON WATCH

Chapter 1: Making A Good Thing Better

If you work in an American public school, the odds are overwhelming that you and your students have somehow been touched by Chapter 1, the federal effort that helps local school districts educate disadvantaged children.

With a budget of $3.5 billion in the 1986-87 school year, Chapter 1 is the biggest federal aid program for local schools—and has been since 1965.

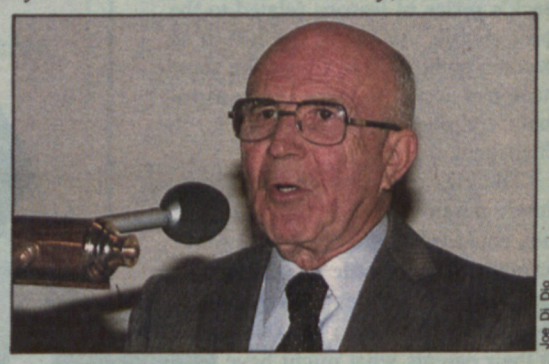
Over the years, Chapter 1 has been cited again and again as an example of a federal aid program that really works. But even a successful program can be improved, so in the coming months, Congress will give Chapter 1 its first comprehensive reexamination in nearly a decade.

A key leader in that review will be Rep. Augustus Hawkins (D-Calif.), chair of the House Committee on Education and Labor.

Chapter 1 is scheduled to expire this year, and Rep. Hawkins, a 12-term member of Congress, has decided to use the debate over Chapter 1's renewal as an opportunity to press for needed changes in the current Chapter 1 law.

Rep. Hawkins has the full support of NEA in efforts to improve Chapter 1. Last November, NEA Executive Committee member John Wilson, a middle school teacher in Raleigh, N.C., testified before Congress on the importance of strengthening, not just renewing, expiring federal aid to education programs.

In February, Executive Committee member Pearl Mack, an Illinois elementary teacher from the town of Harvey, echoed Wilson's message. Mack went to Capitol Hill to testify in support of the Special Educational Needs Act of 1987, the bill Rep. Hawkins and Rep. William Goodling (R-Pa.) have introduced to extend—and improve—Chapter 1.


Joe Di Dio

Rep. Gus Hawkins proposes to improve federal aid program for disadvantaged kids.

The new legislation, explains Hawkins, "would build upon the Chapter 1 successes we've already experienced." Among the improvements in the Hawkins-Goodling bill:

► A new preschool program that combines instruction for disadvantaged children with literacy training for their parents.

► A new secondary school program that aims to reduce dropout rates by boosting the basic skills of high school students who have fallen behind their peers.

► A new emphasis on training to help parents work with their children at home to supplement in-school education.

The Hawkins-Goodling bill, H.R. 950, would also let schools with student bodies that are 75 percent or more poor use Chapter 1 funds to develop new schoolwide reforms, along the lines of recent effective schools research.

The new provisions of the bill are also in line with recommendations from Association members who work in Chapter 1 programs, which NEA staffers shared with authors of the bill.

In Hawkins' view, partnerships between educators and politicians are essential to the fight for better schools. Members of Congress, he emphasizes, need the insights that NEA members can provide.

"I would urge all NEA members to contact their member of Congress and senators," says Rep. Hawkins. "It's important to make your views known."

The struggle for stronger schools also depends on broadening public support for increased federal aid to education. NEA members can help broaden this support, says Rep. Hawkins, by doing something as simple as writing a letter to the editor or as ambitious as organizing a pro-education community coalition.

"NEA members have been strong and vocal advocates for Chapter 1, for all federal support of education, and that's helped those of us in Congress working to improve the nation's schools," notes Hawkins. "I look forward to making our partnership even stronger in the future."

—Michael Pons

State Side

PACIFIC

State aid to Alaska schools may drop by as much as 15 percent if legislators go along with first-term Gov. Steve Cowper's proposed 1987-88 budget of $428 million.

Uncertainty over the amount of state aid has already affected salary talks at the local level. At press time, some 68 percent of all school employees were working without contracts.

Like many other oil-rich states, Alaska has traditionally relied on revenue from taxes on oil. But the steady decline in oil prices over the past several years has drastically reduced production—and revenues for public services.

As an alternative to decreasing school aid, NEA-Alaska wants the state to tap some of the earnings accruing from its nearly $8 billion Permanent Fund, which was established several years ago with unspent revenue from oil production.

SOUTHEAST

Nearly all 66 affiliates of the Louisiana Association of Educators took part in LAE's Minimum Foundation Program (MFP) Week in early April. The MFP is the major state source of funds for local school districts.

Last year, the MFP lost almost $90 million—a 10 percent drop—and although Gov. Edwin Edwards has promised to restore the $46.5 million he cut, the gap will still be $43 million.

Each day of MFP Week had different activities statewide: wearing blue, informational picketing, fundraising for LAE/PAC, meeting with local legislators, sending mailgrams to the governor and legislators.

In addition, various locals' activities ranged from the tolling of church bells to organizing a "hands across the parish" to holding teach-ins at shopping centers. Throughout April, Louisiana radio stations broadcast paid commercials promoting public education, featuring LAE President Virginia Budd.

NORTHEAST

A number of states have school aid equalization formulas designed to close the funding gap between poor districts and more affluent ones. Some of these formulas work, some don't. Pennsylvania's doesn't, because it isn't being funded.

The NEA affiliate in the Keystone State has outlined a four-year plan that would ensure an equitable amount of state aid for each of the 500 local school districts.

Right now the differences between districts are monumental. One area spends $5,881 per student per year, while another spends $1,962.

"The formula itself is not the problem," notes Pennsylvania State Education Association President Nancy Noonan. "It just hasn't been funded properly since 1975."

To correct this inequality, PSEA has joined with 12 other organizations in a coalition, the Alliance for School Aid Partnership (ASAP). The Alliance is pressing for passage of a four-year plan that would boost state aid each year so that the state's equalization formula would be fully funded by 1990.

MIDWEST

By bus, by car, over snowy and slippery roads they came to the state capitol in Pierre. Some 1,200 South Dakota educators and their supporters gathered to tell legislators that teachers' salaries must improve.

Gov. George Mickelson told the crowd that the state "must do more than give lip service" to educators' salaries, but he acknowledged that his own salary improvement package is underfunded. Several legislators cautioned that unless the state does more for its teachers, it will lose them to other states and other professions.

SDEA member Kim Nickel said she didn't want to have to leave the classroom after just three years. "Don't force me out," she pleaded. "I want to teach. But I have to live too."

The assembled educators made a definite impact, reports SDEA/NEA President George Bauder, but the message must be repeated in the legislature, at school board meetings, and at other gatherings across South Dakota.

MID-ATLANTIC

West Virginia teachers are fed up with their state's inadequate funding for public education—and they want everyone to know it. More than 4,000 of them—members of the 18,000-strong West Virginia Education Assocation—lobbied, marched, and demonstrated in weekly visits to the state capitol in Charleston during the regular January-to-March legislative session.

Gov. Arch Moore's 1987 state budget included a 10 percent pay raise for teachers, who come in 46th among the states in average salary. Legislators, however, haven't voted *any* teacher pay raise—although they *have* weakened the state retirement system.

Still meeting in an extended session as we go to press, the legislature is considering a new gubernatorial recommendation to establish 10 model schools. What that would do, says WVEA President Tom Vogel, is take away state aid that now permits all schools to meet minimum standards and give it instead to a chosen few.

WVEA isn't ruling out a statewide strike by frustrated teachers, but Vogel remains somewhat optimistic about a salary increase, since the legislature has recently passed property tax reappraisal and excess levy bills that will boost school funding. The governor is expected to sign them soon.

WEST

In another oil patch state— New Mexico—the legislature recently fashioned a $100 million tax package that increases spending on public schools next year by 3.3 percent.

"The budget increase—though small—will permit teachers to receive scheduled salary increments and in a few districts small salary increases," says NEA-New Mexico President Jude Mason.

Also at the urging of NEA-New Mexico, the lawmakers increased teacher retirement benefits by 7.5 percent—with no increase in contributions—and agreed to *exclude* teachers from a statewide merit pay system for public employees.

Additionally, the Association beat back a right-to-work bill lobbied vigorously by state and national right-to-work forces.

"The legislators took seriously our members' belief that employees should pay for the benefits of union representation," Mason reports.

One desired action the legislature didn't take, however, was to fund a previously authorized measure that would have reduced pupil-teacher ratios in the early grades. □

MAKING THE GRADE

	Economic Performance	Business Vitality	Economic Capacity	Policy Strength
Ala.	F	F	F	F
Alaska	C	A	B	F
Ariz.	D	A	A	C
Ark.	F	F	F	D
Calif.	A	A	A	B
Colo.	B	A	A	D
Conn.	A	B	A	B
Del.	B	C	A	D
Fla.	D	A	D	B
Ga.	D	D	D	D
Hawaii	A	D	B	C
Idaho	D	B	D	F
Ill.	D	C	B	C
Ind.	C	C	D	C
Iowa	C	F	C	C
Kansas	B	B	C	D
Ky.	F	D	F	C
La.	F	B	D	D
Maine	A	C	F	B
Md.	B	B	B	B
Mass.	A	A	A	A
Mich.	C	C	D	A
Minn.	A	B	A	A
Miss.	F	F	F	D
Mo.	C	C	C	C
Mont.	D	D	C	D
Neb.	B	D	D	D
Nevada	C	D	F	F
N.H.	A	B	C	D
N.J.	B	C	B	A
N. Mex.	F	B	C	D
N.Y.	B	B	A	A
N.C.	D	F	D	D
N.D.	C	D	C	F
Ohio	C	C	C	A
Okla.	F	B	D	D
Oregon	C	B	B	C
Pa.	B	F	B	A
R.I.	A	D	A	C
S.C.	F	F	F	C
S.D.	C	F	F	F
Tenn.	F	F	F	F
Texas	D	A	B	D
Utah	C	A	C	D
Vt.	A	A	A	B
Va.	B	C	C	D
Wash.	B	A	B	C
W. Va.	F	D	F	C
Wis.	A	F	B	B
Wyo.	D	C	D	F

Report Card on State Economies

Low wages and taxes, little governmental regulation, and few unions—these are *not* the keys to attracting business and industry. Sun Belt states that followed these strategies are now paying with poor economic performance.

It's the higher-wage, heavily unionized, highly taxed, and more regulated Northeast and Mid-Atlantic states—those with heavy education spending—that are prospering.

These are among the findings of the Development Report Card for the States, a study issued this March by a nonprofit economic research and consulting group, the Corporation for Enterprise Development.

The new study challenges the traditional assumption that it's cheap wages and low taxes that attract business. Noting that states are competing in a global economy, the report card says, "no state can successfuly underbid labor rates in the Philippines or Taiwan."

To measure competitiveness in the economy of the 1980s and beyond, the report grades each state on four criteria. Massachusetts and Minnesota walk away with honors, while Alabama and Tennessee get failing grades.

The four measures used in the report card:

► *Economic performance*—high employment growth, low unemployment rates, high per capita income, high average wages, job quality, and quality of life.

► *Business vitality*—competitiveness of existing businesses and the formation of new businesses.

► *Economic capacity*—level public education spending and other measures of educational effectiveness, and infrastructure.

► *Policy strength*—cooperation of government and business to achieve economic development objectives. □

Spotlight on Urbans

Local Look

COLORADO

The 3,400-member Denver Classroom Teachers Association, which expects more than 2,000 of its members to retire by the year 2000, is about to spin off a new retiree affiliate for them to join.

Says DCTA president Jan Erskine, "Retirees want to maintain contact, and they can provide DCTA with voluntary assistance—such as organizing a reception for the governor."

Retirees will also play a part in governance—being represented on the DCTA board, the state board, and at the state and national Representative Assemblies.

John Boggs, a recently retired elementary teacher active in setting up the new unit, says DCTA-R will offer unified (but inexpensive) memberships in all levels of the Association.

FLORIDA

Teachers' disappointment quickly yielded to outrage when U.S. Secretary of Education William Bennett canceled out on a scheduled breakfast speech to Palm Beach education leaders, sending his wife in his place.

Unions are too political, Elayne Bennett charged. She herself had taught, she reported proudly, in a school where she was the only teacher who refused to join a union. And, she complained, her colleagues had glared at her.

Glaring at Bennett that March morning was Irene Gray, president of the 4,000-member Palm Beach County Classroom Teachers Association (PBCCTA). "When the question period started, I headed for a microphone," Gray says. "Then I told myself, 'This isn't the Secretary, after all—why bother?' and went back to my seat."

But as the day wore on, the Palm Beach media began telephoning for PBCCTA's reaction.

PBCCTA can afford to pick its adversaries. Palm Beach, the largest county east of the Mississippi, has just passed a bond issue to build 39 new schools. It hires some 600 teachers each year, and thanks to PBCCTA's bargaining strength, the school system offers first-year teachers $20,000 salaries.

"Obviously Elayne Bennett is not living in the real world," Gray told reporters. "She praised Japanese mothers for going to class and taking notes when their children are sick—but here 80 percent of mothers work. And for all the time she spent comparing U.S. and Japanese education, she didn't mention that Japan's teachers are not only highly respected but also their country's highest-paid professionals."

VIRGINIA

Association membership has soared some 40 percent over three years in Richmond, thanks to a smooth-running faculty rep network. Recent victories show decisively that the almost-1,900-member Richmond Education Association is an effective teacher voice.

REA has beaten back an effort to force teachers to submit to random drug tests—tests about to be made mandatory for other city workers. REA pointed out the flaws and drawbacks: unreliable results in initial screening, expensive second tests, and presumption of guilt.

On the benefits front, REA persuaded the school board to pay a greater share of employee medical insurance costs and to devise a formula allowing families with two city employees to receive two employer contributions to the family health insurance policy.

President Cheri James attributes REA's success to political action. "We help elect city council members who are friends of education," she says. "They, in turn, appoint school board members with the same philosophy."

CALIFORNIA

To boost minority membership rates, the San Francisco Classroom Teachers Association (SFCTA) is reaching out with a program to address minority teachers' concerns.

Reflecting the city's diverse student population, the number of ethnic minority teachers in San Francisco has grown to some 1,400—about 35 percent of the total bargaining unit.

"We're saying to minority teachers, 'we want you as active members,'" says SFCTA President Judy Dellamonica. SFCTA has formed an Ethnic Leadership Awareness Committee (ELAC), which recently hosted the NEA Study Committee on Asian and Pacific Islander Concerns. SFCTA is also sponsoring training workshops for minority members who've been elected delegates to the California Teachers Association Representative Assembly. And a new bilingual task force is fostering better communications between majority and minority members.

MINNESOTA

The Minnesota Education Association's largest local, the Anoka-Hennepin Education Association, presented its 1987 Friend of Education Award to a highly unlikely—but very logical—choice. AHEA honored the district's school superintendent, Lew Finch.

"Our superintendent played a crucial role on the governor's task force on compulsory education in defending public schools from the unfounded attacks of the home-school extremists," explains AHEA President Steve Larson. "Lew Finch demonstrated his considerable skills as an advocate for the public schools."

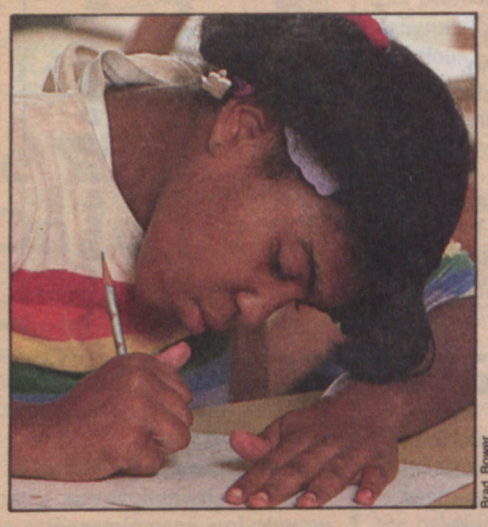
Those skills, Larson says, were crucial in turning around negative votes and forging a reasonable recommendation to the legislature.

"Labor and management in our district have gone head to head in some emotional contests," Larson acknowledges. "We'll continue to have differences. But we also have some very important goals that require a joint effort if we're to do our best for students." □

NJEA UP TO THE CHALLENGE

Brad Bower

Brad Bower


Brad Bower

School scenes: children and teachers at Pyne Point Middle School in Camden, site of a recent NJEA statewide public hearing on ways to improve education in 29 urban school districts in New Jersey. An Association action plan to help city schools is due out this month.

Brad Bower

'City School Neglect Must End'

In New Jersey's urban schools, it's a case of too few and too many.

Too few instructional materials, too many student failures. Too few counselors, too many unwanted pregnancies and dropouts. Too few classrooms, too many students. Too much to do and too little money to do it with.

To urban school employees, who educate 40 percent of New Jersey's public school students, the New Jersey Education Association is now saying "Don't give up; we'll help." NJEA has launched Urban Challenge, a major project to improve education in urban areas.

"With NEA help we're gathering information to begin the turnaround in our urban schools," says NJEA President Dennis Giordano. "The challenge is to put the education reform emphasis where it's most needed—on the children at most risk, in the districts with the fewest resources."

NJEA began with a telephone survey, asking 400 Association members in 29 key urban districts—and, for comparison, a group of nonurban members—to describe the major inadequacies of their schools and ways to improve them. Contrasts were stark.

For example, 55 percent of urban secondary school teachers said students' lack of basic skills was a major problem; only 16 percent of nonurban educators said the same thing. Nearly half the urban educators, but just 12 percent of other teachers, said student absenteeism was a major problem.

Armed with these basic data, NJEA leaders went into 17 different urban districts to hear educators' concerns. Two statewide public hearings followed. The final report, including recommendations for action, went to the NJEA Delegate Assembly this month.

Paterson Education Association President Peter Tirri, who chairs the NJEA Urban Education Committee, says the problems uncovered by the project didn't come about overnight and can't be solved quickly or easily.

Still, concludes Tirri, "I know that urban education is not a lost cause. The major source of hope is the talented, dedicated people who work in these schools. With their help, we'll meet the Urban Challenge." □

VOCATIONAL EDUCATION

Voc Ed Teachers Like THE Association Connection

Vocational educators need the Association the same way other teachers do. They also need it for help on concerns that are unique to vocational education.

When it comes to offering first-class programs to students and obtaining reasonable salaries and working conditions for themselves, voc ed teachers are no different from other teachers.

But voc ed teachers do have unique concerns. Voc ed is funded differently from the rest of K-12 education, which means voc ed programs usually require separate lobbying in the U.S. Congress and in the state legislature.

Vocational programs may also have governing boards entirely separate from locals board of education. These are the boards with which voc ed teachers must negotiate their contracts.

In addition, vocational teachers typically must meet special certification requirements—perhaps five years' experience working in the trade they're teaching.

Vocational teachers may also have different teaching schedules—two three-hour blocks a day, as compared to a single seven- or eight-period sequence for other secondary teachers.

The school reform movement that got under way with the 1983 publication of *A Nation at Risk* has further complicated the life of vocational eduators by calling for more resources for academic programs—often at the expense of the vocational. In fact, many education reformers (most from outside the public schools) don't think high school students should be taking voc ed at all.

Needless to say, vocational teachers don't buy that.

"The push toward college has me worried," says Lanny Gibbs, an Oklahoma electronics instructor and vice-president of the Tulsa Area Vocational Technical Association of Classroom Teachers (TAVTACT).

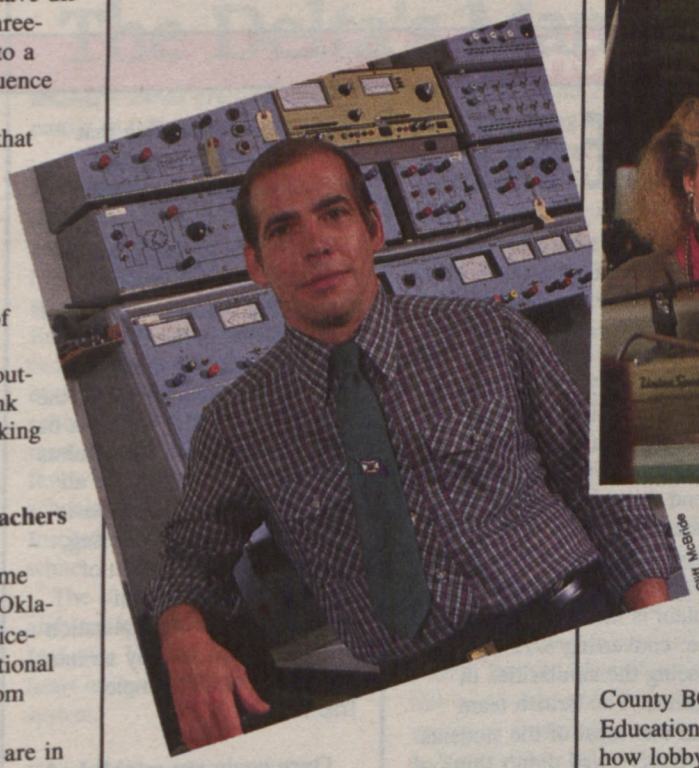
"The occupations of the future are in the service industry, pretty much in the programs we teach at Tulsa Area Vo-Tech," Gibbs observes. "We've got more adults than ever in our program, including graduates who come right back and pay $500 tuition to take the last year of our three-year electronics sequence. We should be working with academic teachers to design programs for the 75 percent of high school students who don't graduate from four-year colleges as well as for the 25 percent who do."

In other words, say Gibbs and other voc ed teachers, this is the time for carefully articulating academic and vocational programs, not *reducing* emphasis on vocational education.

In fact, many communities are upgrading—not deep-sixing—their high school vocational education programs. One of these is Arizona's Phoenix Union High School District. In 1985 PUHSD moved its vocational program into a custom-renovated facility that became Metro Tech High School.

But the voc ed story isn't upbeat everywhere. Vocational educators have had to use political clout—the Association connection—to keep their programs available to students.

In Pennsylvania, Association lobbying was responsible for making a new statewide graduation standard more flexible for vocational students.



Cliff McBride

"After showing we had the votes in the legislature, the Pennsylvania State Education Association finally persuaded the state secretary of education—who has authority to change the standard—to allow up to three vocational courses to substitute for related academic graduation requirements," recalls Roy Hess, president of the PSEA local that serves the Central Westmoreland Area Vocational-Technical School near Pittsburgh.

State Associations have also protected voc ed from cuts in education budgets.

"Every year legislators are tempted to remove some of the weights added to the basic state aid formula for voc ed," explains Don MacNeale, distributive education teacher at St. Petersburg (Fla.) High School and president-elect of the Pinellas Classroom Teachers Association. The weights were put there, MacNeale says, because voc ed has higher start-up costs and needs smaller classes than academic programs do.

"But the lawmakers have gone too far," says his PCTA colleague Phil Wey, who teaches industrial electricity at St. Petersburg Vocational Technical Institute. "You can't increase the pupil-teacher ratio and have a safe machine shop. The state will have to exempt voc ed from the new, higher class-size ceilings."

State authorities can also threaten the viability of vocational teachers' certification when they move vocational courses from one grade level to another.

Gus Econopouly, instructor in food preparation at New York's Dutchess County BOCES (Board of Cooperative Educational Services) school, recalls how lobbyists from NEA-New York helped vocational educators transfer their certification to new jobs created by New York State's 1984 Regents Action Plan.

Cliff McBride

Steve Jennings

"There was concern that industrial arts and home economics teachers might not be certified to teach the new middle school course on introduction to occupations," Econopouly says. "Or that vocational teachers wouldn't be able to teach the new science and math courses designed for vocational programs. NEA-New York helped make sure that these teachers could move to the new courses."

The unique needs of vocational educators did not begin with the current surge of education reform. Janet Edie, a fashion production instructor at Tulsa Area Vo-Tech and president of TAVTACT, explains how the Association solved a problem for TAVTACT that was essentially structural—and unique to Oklahoma.

"Information on the finances of vo-tech school boards here is kept in a different place than for other school boards," Edie explains. "Our UniServ staff provided a valuable service when they dug out the information and then trained our team to use it at the bargaining table."

Steve Jennings

Nonetheless, it's the round of reform that began with the release of *A Nation at Risk* that's churned up secondary education and in the process put vocational education itself at risk.

Vocational teachers are confident they can play an important part in raising as well as broadening student achievement. But in the meantime, while change continues, voc ed teachers find the Association helps conserve their ability to contribute.

—Nancy R. Needham

From left: Phil Wey, vocational instructor and member, Pinellas (Fla.) Classroom Teachers Association (PCTA); Janet Edie, president of Tulsa (Okla.) Area Vo-Tech Association of Classroom Teachers (TAVTACT), with a student in fashion production; Don MacNeale, PCTA president-elect; and Lanny Gibbs, TAVTACT vice-president.

IN THE CLASSROOM

What Teachers Should Know About Middle Ear Dysfunction

by Patti Ralabate

Eric is 10 years old and in the fourth grade. He repeated second grade because of lack of progress in his reading skills. Academically, he's still one year below grade level. Even after three years of remedial reading, he still doesn't understand basic phonics. He doesn't pay attention, can't follow verbal directions, and can't spell.

Do you have an "Eric" in your class? Eric is one of those children who had chronic ear infections between ages 2 and 5—the prime period of life for the development of language and listening skills.

Nine out of ten children have at least one ear infection between their first birthday and age 6. Most of them don't suffer long-term complications. What makes Eric and thousands of others different is a chronic condition known as Middle Ear Dysfunction (M.E.D.).

Studies report that 40 to 60 percent of children identified as learning disabled have a history of M.E.D. Over 50 percent of children with allergies, and an alarming 60 percent of children currently receiving special education services, have been found to have chronic middle ear disease. While bright or above-average children seem to cope with the deficits of M.E.D., children with marginal skills can be devastated educationally and socially.

What is M.E.D.? Normally the eustachian tubes (small canals connecting the middle ear to the back of the throat) allow fluid to drain from the middle ear and keep the air pressure the same inside as outside the ear. Because a child's eustachian tubes are shorter and narrower than an adult's, they tend to become blocked. Fluid accumulates in the middle ear, bacteria can be trapped, and an ear infection results.

After an infection clears up, a thick fluid may linger in the ear for weeks or even months, preventing the eardrum from vibrating normally. A hearing loss can result that fluctuates as the fluid drains and reaccumulates.

Children do "grow out of" the tendency to develop ear infections. After age 8, a child's eustachian tubes grow longer and wider, providing better drainage for the ears. The number of ear infections drops dramatically. However, children like Eric may have already experienced long-lasting delays in their speech, language, and listening skills as a result of the off-and-on hearing loss.

What can a school system do? Appropriate screening, medical treatment, teamwork, and remedial services are all components of early intervention that can make a significant difference.

Up to 60 percent of the children who have M.E.D. can be missed by the traditional school hearing screening. In an effort to identify children with chronic problems, many early childhood programs and public school systems have initiated screening that includes "tympanometry." Tympanometry (*see photo*) measures the vibration of the eardrum to a sound. If fluid is present, the eardrum won't vibrate adequately.

Boys Town National Institute

What can a teacher do? Once M.E.D. is identified, teamwork among the teacher, parents, physician, and educational specialists is extremely important.

"Teachers need to be sensitized to the effect of M.E.D. on a child's behavior," says Ronnie Sichel, a speech-language pathologist in the Stamford, Conn., schools. She cites the example of a kindergartner who was having behavior problems that coincided with bouts of ear infections. After a conference brought together Sichel, the parent, and the teacher, the child's behavior was no longer viewed as a "problem" but as a sign of fluctuating hearing loss.

Sherry Redler is an audiologist with 19 years of experience in the Fairfield, Conn., schools, testing and servicing children with M.E.D. She recommends treating such children in your classroom the same way you would a child with a permanent hearing loss:

► Provide preferential seating away from noisy areas.

► Ask students with M.E.D. to repeat directions, to be sure they understand.

► Provide visual cues and written information as well as verbal instruction.

► Be sure the children's speech, language, and reading skills have been evaluated and remedial services provided if needed.

Teachers often witness dramatic changes in children once their M.E.D. is identified and treated. Within a few months, the coordinated efforts of physician, parent, speech-language pathologist, and teacher can transform a nonverbal child into a talkative youngster, eager to learn.

Joe Di Dio

Patti Ralabate is a speech-language pathologist in the Danbury, Conn., schools. A member of the NEA Caucus for Educators of Exceptional Children, she also serves on the Connecticut Education Association's Board of Directors.

To Learn More...

"Otitis Media: The Role of Speech-Language Pathologists." K.R. Garrard and B.S. Clark. *ASHA* (American Speech-Language-Hearing Association), vol. 27, no. 7, July 1985, pp. 35-39.

"Effect of Chronic Otitis Media on Language and Speech Development." V. Holm and L. Kunze. *Pediatrics*, vol. 43, no. 5, 1969, pp. 833-39.

"Ear Infections." M. Wessel. *Parents*, Feb. 1980, p. 34.

May is Better Hearing and Speech Month. A kit including posters, buttons, and suggested activities is available for $10.95 from the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852. For information, phone 800/638-TALK.

RESEARCH CLUES

That's Not the Half of It!

by Robert McNergney and Martin Haberman

Teaching fractions can fracture your patience...and that's no fiction.

Of all the challenges that frustrate teachers, none can compare with the teaching of fractions. Many students struggle to master the ideas, then forget or can't apply them, or fail to see connections among concepts.

What's puzzling is that unlike other rules of learning, the principles of manipulating fractions are, without exception, clear and logical.

British researchers have recently reported a series of studies conducted to understand secondary students' problems with fractions and to test how specially designed teaching modules might help alleviate them.

After examining test scores of more than 10,000 adolescents, the researchers interviewed 12-, 13-, and 14-year-old students from urban and nonurban schools in the United Kingdom to explore how they think about fractions. The results indicate that most students can conceive of fractions as "parts of a whole" but have difficulty seeing them as ratios or as the division of numbers.

The researchers argue that the constant repetition in the early grades of the concept that fractions are "parts of wholes" may well inhibit thinking about fractions as numbers. Once students lock on to the part-of-the-whole idea, it's hard for them to interpret fractions in other ways.

For instance, when asked to explain the meaning of *3/4* or *3÷4*, students said, "Four won't go into 3," or "You always divide the larger number by the smaller one."

Many students can't get beyond the step of counting numbers that describe actual groups of objects to more abstract concepts. Part of the problem is the notion of equivalence: converting *8/12* into *2/3* or seeing the similarities in diagrams. The British team found that most of the students they interviewed didn't think of fractions as numbers; neither could they find equivalents—even visually.

So what's to be done? Taking a leaf from the notebook of British reserve, we suggest that step one is to avoid panic. Keep things in perspective. Work toward enhancing students' understanding instead of forging ahead with examples of increasing complexity. For example, understanding that $1/4 = .25$ would usefully precede understanding that $9/5 \times 1/2 = .9$.

Step two is setting goals for your students. Try to be challenging but reasonable. For most students in the British sample, "from the point of view of future employment, the level of complexity need not be high," the research team points out. But it's important for all students to master some basic concepts, including ordering, comparison and addition of fractions, recognition of equivalents, and multiplication of a simple fraction by an integer or by another simple fraction.

Once goals are established, the researchers suggest that teachers make fractions easier to comprehend by—

► Listening to children talk about fractions, in order to discern the precise nature of their misconceptions. Very few teachers "discuss" what the child is actually thinking about when puzzling over some operation.

► Teaching that *a/b* can also be thought of as *a÷b*. Stop using phrases like "4 into 3 won't go!"

► Using points on a line, rather than parts of the whole, as the basic mental image of a fraction.

► Using less visual imagery to teach equivalents.

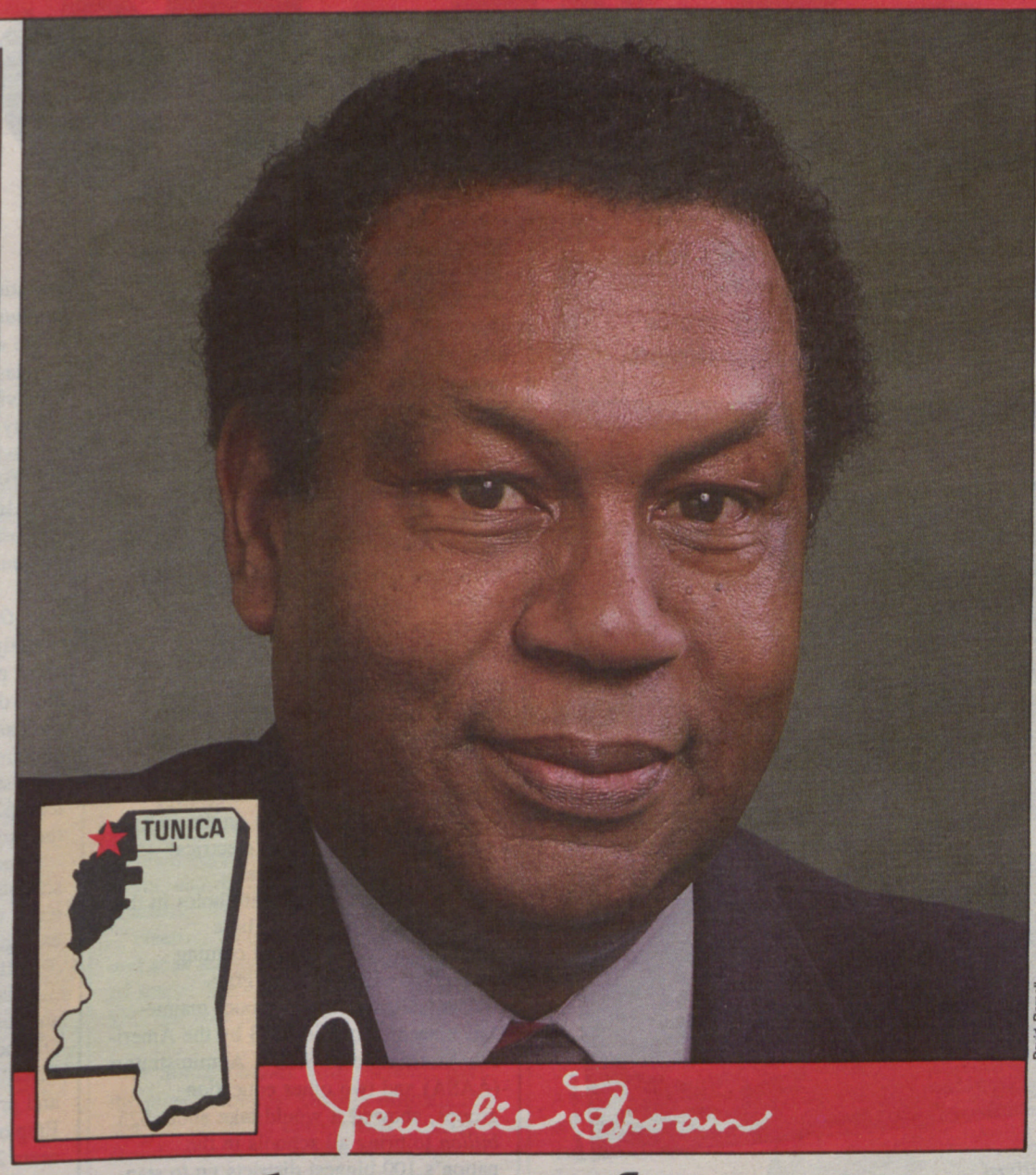
► Delaying teaching operations on fractions until children have truly grasped the idea that fractions can be represented as numbers, and numbers are used for more than counting whole things.

It may be reaching to say that young people around the globe have difficulty with fractions because they are sent off two-fourths cocked. But this research suggests that too often the problem is not that concepts of fractions are taught poorly, but rather that the wrong concepts are taught too well. □

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor of education, University of Wisconsin-Milwaukee. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

Want the Whole Study? *Fractions: Children's Strategies and Errors*, by Daphne Kerslake, is available for $26 (plus $1.75 for handling) from Taylor & Francis, Inc., 242 Cherry St., Philadelphia, PA 19106-1906 (800/821-8312).

Meet:



David Darnell

The Delta's Man of Conscience

Mississippi teachers don't take their complaints and suggestions to the bargaining table. In Mississippi, as in most Southern states, bargaining tables are rare, and teachers have no place there. Instead, teachers either try to convince the school board of their position—or keep quiet.

As president of the Tunica Association of Educators, Jewelie Brown has the delicate task of standing up for school employees in rural Tunica County, in the Mississippi Delta near the Tennessee border. Not only is Tunica the nation's poorest county, but its racial inequities have drawn national media attention.

Brown teaches social studies at Tunica Junior High. He spoke to NEA Today *staff writer Jane Power recently about his work.*

What do people here do for a living?
This is predominantly a farm county. What work there is is seasonal. People pick cotton with machines 14 hours a day and live in trailers or small dwellings on the farms. Federal aid is the biggest source of income here. Last year a housing project opened, and now another is being built.

What are your students like?
They're rural. Our environment here is not conducive to serious scholarship. I've had some excellent students—a few have gone on through college—but unless the environment changes, there'll be no real progress. And until economic conditions improve, it won't change.

What we can do is motivate the young people, change their views on the importance of education. There's lots of teen pregnancy here—we have an eighth grader out on maternity leave right now.

Many young people drop out, even though they have nothing to do, no job. But those whose parents are concerned wouldn't dare think of dropping out.

What kinds of things do you do with your classes?
Many students reach junior high without ever getting outside Tunica County—I found out one boy had never even been all around the town. They need to know that there's something else outside. So I'd like to do a bit of exploring, but I'm hindered by the school policies and administration. I'd like to take field trips—some of us used to do that, but no more.

I don't want to say that the administration doesn't want children to see outside, but the teacher's hands are tied when it comes to taking them anywhere.

Is there racial tension in the district?
Maybe, maybe not. At my junior high, the staff is about half Black, half white. We get along fine. There's one white teacher (who's a very strong Association member) at the high school, and more in the elementary school. There are very few white students in the public schools. They go to the Tunica Institute of Learning—that's all white.

The superintendent is white and sent his children to the Institute. Yet he says his whole heart is in the public school system.

What kinds of issues does your local Association deal with—and what kinds of results do you get?
We go before the board to speak for both teachers and support personnel. We've asked for an increase in the local supplement to the state school funding, but so far we haven't succeeded.

We've complained about staff development—at one point we had to spend 2½ hours after school watching a video and then taking a test on it. Now at least school is let out early when we have in-service.

What keeps you going?
Being actively involved, working both with my members here and with our people at the state level. I can't sit and watch what needs to be done and not do it. The students here are desperately in need, and so I keep going.

If progress isn't made, we need to ask why. Our obstacle here in Tunica is the school administration. We want a voice in determining school policy. But the administrators like to dictate, and they expect us just to expedite.

We asked to write the teachers handbook, for example: in other districts the Association does that, but here the answer was No. We wanted to do self-evaluation, as they do in other districts—but again No.

How did you get involved in the Association?
I first became actively involved in 1973, when I questioned the calendar for paying our salaries. I wrote the state attorney general about it, and he sent a letter supporting our position.

Finally the superintendent called a meeting on the subject, but he explained the regulations in a way I knew was incorrect. When I challenged him, he suspended me for two days.

When the Black and white Mississippi associations, MTA and MEA, merged in 1976, I was elected president of our local. At first the presidency alternated between black and white, then we amended the local constitution to allow indefinite service. I've been president for the past four years.

How has the administration reacted to your activism?
Last month I went to the new school board to present the priorities of our local. I called to their attention the times the old board had failed to respond. The superintendent interrupted with his opinion, then walked out. That's a reaction.

I have never been asked to resign, but some would be thrilled to get me out of the county. But when I was suspended, the community rallied to me 100 percent, and they might do it again. I've been intimidated and harassed, but I've continued to do what I think is best.

If we teachers could stand together, we could accomplish much more. There are those who are afraid and believe in leaving things as is.

How did you happen to go into teaching?
When I came out of the service, my high school principal got hold of me and persuaded me to go to college. He gave me my first job, and now I've been about 28½ years in education.

Did your family encourage you to get an education?
Definitely yes—all four of us. My father was a sharecropper down in Jasper County. I'm the oldest of two sons and two daughters. My oldest sister and I finished college. She teaches at Enterprise High School. The other two finished high school. Every one of us had more education than our parents.

We were lucky, but it was hard, too—when I was in school, there was no one at home who had enough education to help me. Now one of my children is a senior in college and the other is in the second year of a technical college.

Even while I was in the service, my main idea in life was to buy a piece of land and build a home for mother and father. My first paycheck in the second year of teaching went to that home, and eventually it was all done. That's one of the things in life I'm proudest of.

What's needed to improve education in Tunica County?
We need a lot of changes in Mississippi, from the legislature on down.

If we educators would cease to be complacent, we could do a lot more. We have to be together, look ahead, take a stand.

I'd like to see a system where teachers play a major role—I don't mean the system must dance to their tune, but whenever something's to be done, the administration should see what teachers think.

I'd like to see parents more deeply involved. Unless parents are concerned, the situation will remain as is.

I'd like to see MAE grow stronger and as a result our locals become stronger and more involved in school programs. As long as breath remains in this body of mine, I intend to be actively involved in whatever our Association needs to have done. □

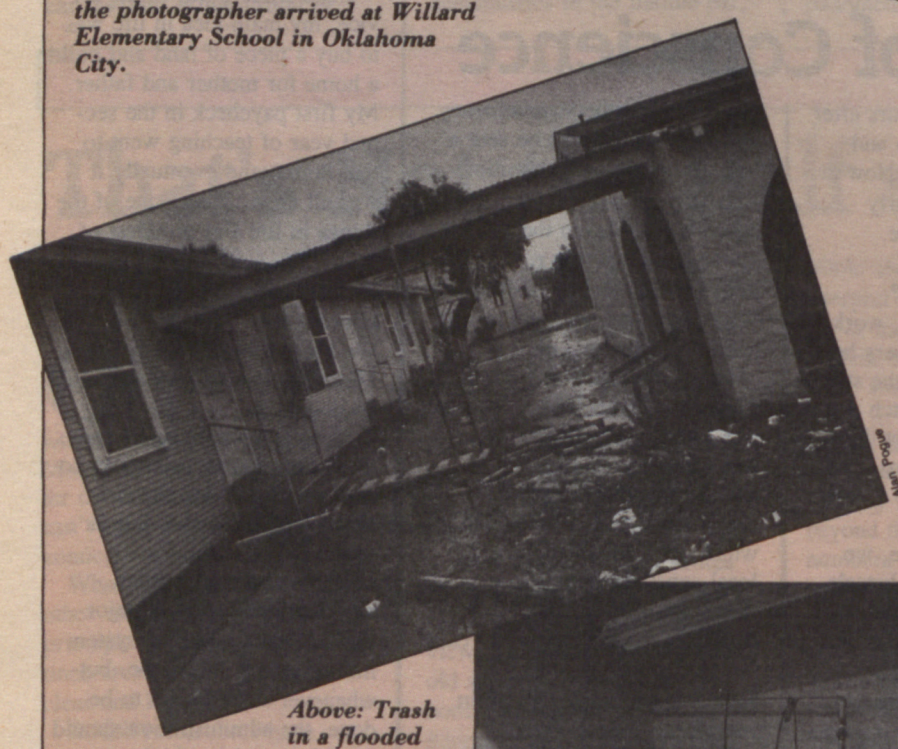
AMERICAN SCHOOL BUILDINGS...

WORN, TORN

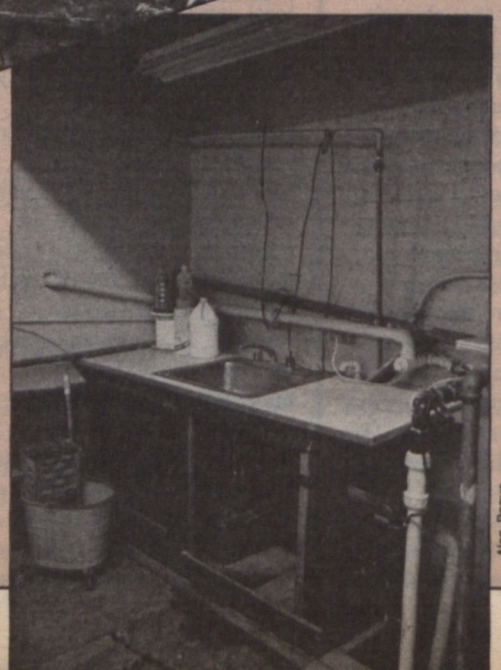
...and—too often—*dangerous*. Many of America's school buildings are nearing retirement age. Some have already passed it, but they're still in use. Many are in such bad shape that they pose health and safety threats.

Steve Jennings

The ceiling fell the night before the photographer arrived at Willard Elementary School in Oklahoma City.



Alan Pogue



Alan Pogue

Above: Trash in a flooded walkway poses risks to students and teachers at Putegnat Elementary in Brownsville, Texas. Right: Electrical wires threaten safety in Brownsville's Central Intermediate School.

Education employees don't expect plush surroundings. But they do expect to work in reasonably clean, safe facilities, free of health hazards. A recent phone survey of state and local affiliates and individual Association members turned up school building conditions so appalling as to interfere with employees' ability to do their jobs—and students' ability to learn.

The survey found—

► Industrial arts teachers unable to show kids how to use power saws and drills because their classroom floor is covered with inches of water.

► 2,000 students crammed into a school built for 800.

► Physical education classes conducted under a gym ceiling full of loose asbestos, a known cause of cancer.

► Restrooms with exposed pipes, open drains, and no doors on the stalls.

► Frayed and exposed electrical wires near student lab areas.

► Dingy classrooms with holes in the floors and ceilings, lit by bare lightbulbs, with faint light coming through windows painted gray.

The latest survey on school maintenance needs, done in 1983 by the American Association of School Administrators (AASA) and two other education groups, showed it would take about $25 *billion* to bring all schools in the nation's 100 biggest districts up to standards. School officials in Los Angeles estimated it would cost more than $315 million to make the necessary repairs; Columbus, Ohio, put its figure at $37 million; Portland, Oregon, at $82 million.

Now, four years later, some progress has been made, but much remains to be done. Here's what the *NEA Today* survey turned up in just eight states.

► ***West Virginia.*** Schools badly in need of repairs and renovation dot the landscape. At Rainelle Junior High and Elementary School in Greenbrier County: no hot water, inadequate fire escapes, beehives in leaking roofs, and restrooms only in the basement.

Other reported disasters: Towers Elementary in Harrison County, which served as a Civil War hospital; Kingston Elementary in Fayette County, which is partially condemned; Summersville Junior High in Nicholas County, which has falling plaster, windows in need of replacement, uneven floors, no ventilation or insulation, and inadequate fire doors; Newburg Elementary in Preston County, where a teacher fell through the floor of her classroom several years ago; and Rivesville Elementary in Marion County, which has chalked up numerous fire code violations.

A 1984 study commissioned by the state department of education estimated the cost of repairing and rebuilding West Virginia's schools at some $875 million.

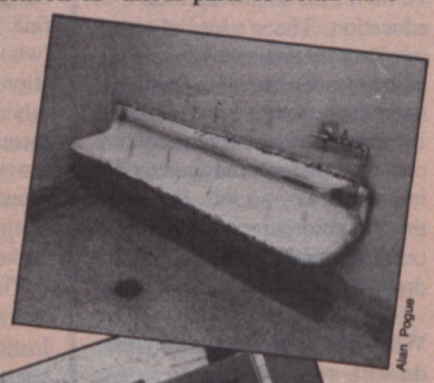
► ***Oklahoma.*** The Associated Press recently reported that one in 10 Oklahoma public school classrooms either has a dangerous structural, electrical, or mechanical deficiency or is seriously overcrowded. A state education department study estimated it would take at least $200 million in state aid to correct the problems.

In addition, hundreds of Oklahoma schools have inadequate fire alarm systems, many have inoperative fire extinguishers, and 400 to 600 have defective water heaters.

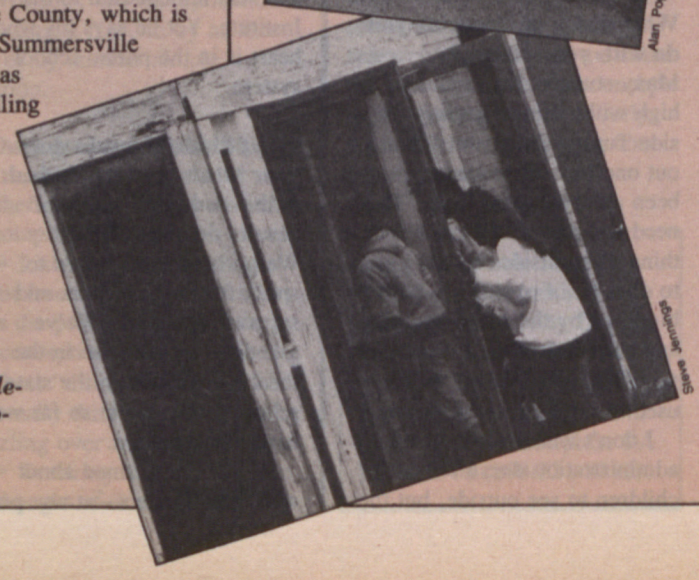
Asbestos—usually in the boiler rooms and tunnel areas—is the biggest threat in Oklahoma City schools, reports Doffes "Doc" Whitson, a maintenance analyst and president of the Education Support Employees (ESE-OEA), which represents 2,300 support staff.

"There's more that I'd like to see done to protect the workers," says Whitson. "That's the main thing—the health of the workers and the kids." But before you can tackle the problems, he adds, you've got to get funding—no easy task in Oklahoma's current oil and agriculture bust.

► ***Texas.*** Depressing and decrepit schools in various parts of Texas have



Alan Pogue

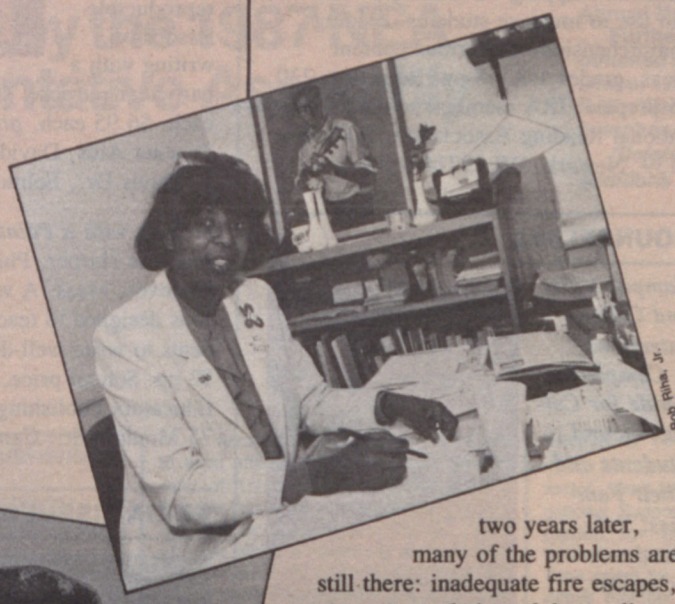


Steve Jennings

Right: Jackson Middle School in Oklahoma City. Above right: Gardendale Elementary in San Antonio's Edgewood School District.

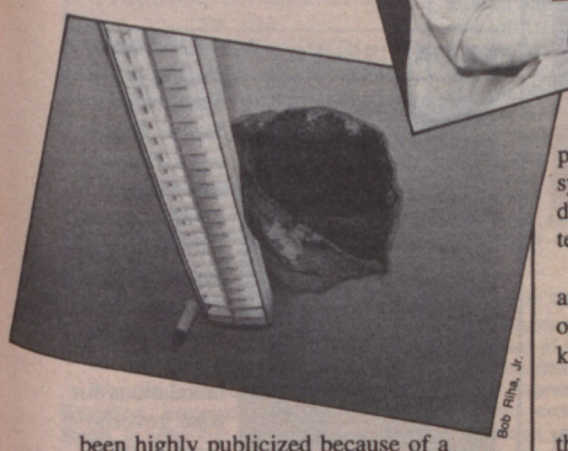
...ON THE SKIDS

& FORLORN



Bob Riha, Jr.

Right: Some problems haven't been fixed in the 22 years Lannie Foster has taught at David Starr Jordan High School in Los Angeles. Below: A burglar cut this hole in the metal shop ceiling there.



Bob Riha, Jr.

been highly publicized because of a pending lawsuit over the disparity in funding between poor and wealthy school districts.

In Dallas, one of the oldest buildings is the David Crockett Elementary School, built in 1923. There students must brave 85-degree temperatures because teachers aren't allowed to turn on the air-conditioning until mid-April. The building is near an old stream that periodically seeps through the walls. Second grade teacher and Association member Elizabeth Taheri says water also pours in through the roof of the cafeteria, soaking students, and there have been numerous reports of faulty electrical wiring.

Brownsville teachers report standing water and trash in restrooms, and litter and debris all over the grounds. In one school, electrical wires run across the ceiling and around exposed water pipes. It's not uncommon to find elementary kids wading through four or five inches of water to get to their mobile classrooms.

► ***California.*** Los Angeles schools are bursting at the seams—so much that the system is turning more and more to year-round classes for many schools. But going to school year-round won't relieve the unsafe conditions that teachers and students encounter every day.

Some of L.A.'s worst schools are located in the South Watts area. When United Teachers of Los Angeles member Lannie Foster began teaching science at David Starr Jordan High School in 1965, she found a host of deficiencies. Twenty-two years later, many of the problems are still there: inadequate fire escapes, poor (or no) regulation of the cooling system, bare-bulb lighting, leaking windows, and only one lounge for 98 teachers.

Nearby, Nimitz Junior High students and staff struggle with a horrendous lack of space. The school was built for 800 kids but now houses 2,000.

► ***South Dakota.*** Rural schools have the most problems. District officials reason that declining enrollments make it senseless to invest in school upkeep—their students will soon be absorbed by another district, anyway. Meanwhile, teachers and students must put up with terrible conditions. Woonsocket Education Association President Donna Pischke reports that parts of an elementary school built in 1903 have been condemned, but classes continue in other sections of the school despite leaky windows, inadequate heat, and insufficient fire escapes.

Water pipes in both the high school and elementary school are wrapped in asbestos—and even though the pipes are covered and painted, the potential for asbestos to break loose remains. An even more serious problem exists in the school gym, where asbestos-laden ceilings threaten the fourth grade classes that meet there. A sign merely notes the presence of the deadly insulation.

Pischke says the only hope for help is federal dollars.

► ***Wisconsin.*** Dodge Elementary School in the Stanley-Boyd district was built as a high school in 1904. Special ed teacher Jim Couey, president of the Stanley-Boyd Education Association, notes that the third floor can't be used at all because it has no fire escapes. And parts of the roof are falling in.

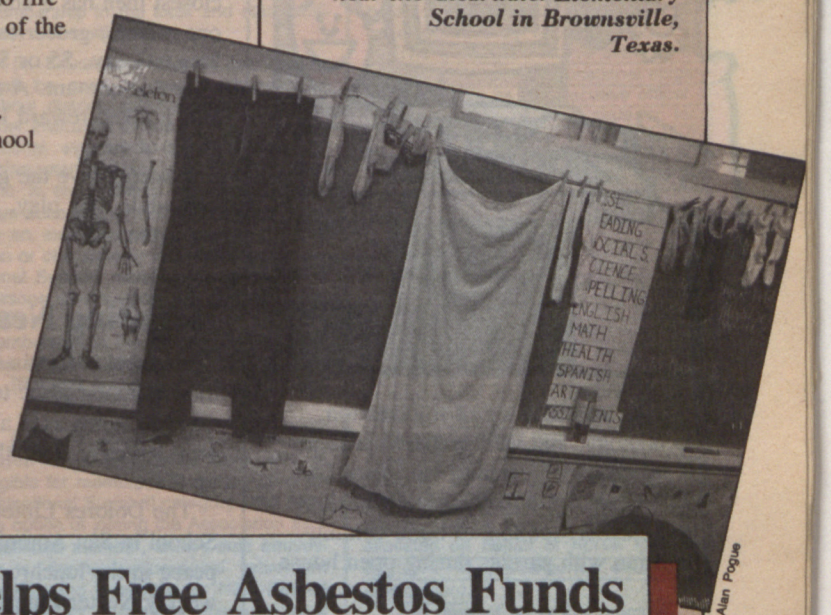
► ***Pennsylvania.*** The elementary school in Taylor is simply not set up for children, says Mary Ann Buzza, second grade teacher and president of the Riverside Education Association. Topping a long list of unpleasant and unsafe conditions are asbestos insulation, boiler problems, no fire doors, and a girls' bathroom ceiling that's about to collapse.

► ***Alabama.*** Classrooms are crowded in Sumter County's York West End Junior High School. Laura Little, president of the Sumter County Education Association, says bathrooms need to be updated, air-conditioning doesn't work, uncovered walkways soak children on the way to the lunchroom, and the roofs leak buckets of rain.

Overall, the *NEA Today* survey turned up school facilities in most parts of the country that are at best uncomfortable and depressing, and at worst unsafe and hazardous to the health of school employees and their students.

Surely education is worth more than the crumbling state of so many schools would indicate.

—Edward O. Marshall



Alan Pogue

Students' clothes dry on a makeshift clothesline after routine flooding near the Clearwater Elementary School in Brownsville, Texas.

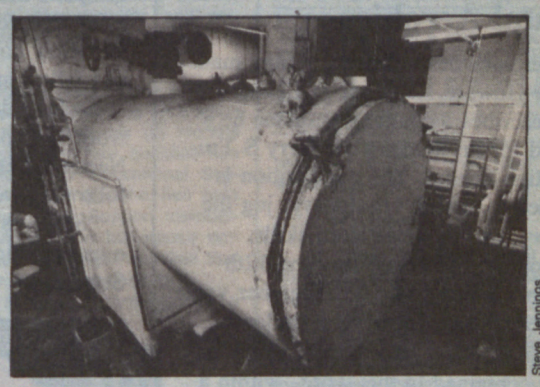
NEA Pressure Helps Free Asbestos Funds

Despite all the media attention to asbestos as a cause of cancer and other diseases, the *NEA Today* survey found many school districts still with serious asbestos problems.

Some districts are delaying abatement projects because of expense. Others are waiting for guidance. As many as 31,000 school buildings nationwide remain contaminated, according to congressional estimates.

NEA, in coalition with other groups, has led the drive to get asbestos out of the schools. Last fall, Congress passed the NEA-backed Asbestos Hazard Emergency Response Act, which for the first time requires school districts to develop asbestos control plans, with the U.S. Environmental Protection Agency (EPA) setting regulations for inspection, removal, and disposal. The EPA rules are to be announced this fall.

In March, NEA and its allies in Congress scored another victory, forcing the Administration to release some $47.5 million in federal grants and loans to help local school districts fund asbestos cleanup projects this summer. These funds are in addition to $100 million in federal funds already spent in the last two years.



Steve Jennings

Loose, crumbling, potentially deadly asbestos surrounds this boiler in Oklahoma City's Schidler Middle School.

The Reagan Administration had tried to block the $47.5 million after Congress appropriated it, maintaining that the asbestos problem should be left to state and local governments. But bipartisan groups on Capitol Hill pressed for a greater federal commitment to rid schools of asbestos once and for all.

—Bill Fischer and Edward O. Marshall

RESOURCES

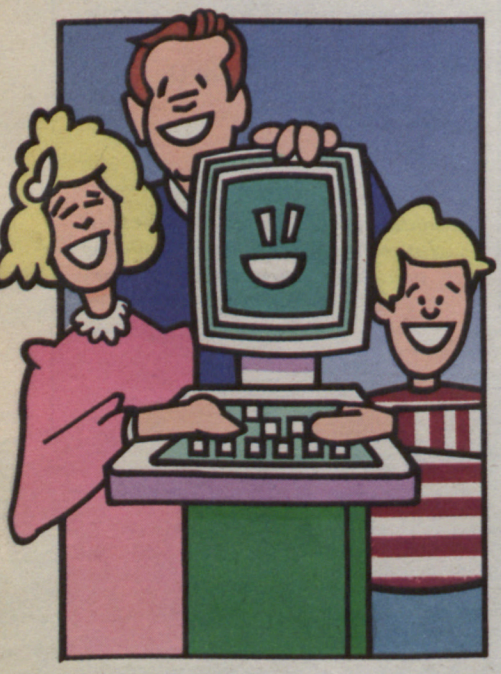
Idea Exchange

Computers and Parent Relations

When Sierra Junior High in Las Cruces, N. Mex., holds open house, the counseling office is as crowded as the classrooms. The reason, reports counselor Rose Anne Hartman, is two computers—one programmed to help families identify available counseling services and the other to test their biorhythms.

While parents wait in line to use the terminals, counselors discuss the types of services they perform and explain how a person's emotional, intellectual, and physical conditions interact to produce the biorhythm.

Eighth graders serve as counselor aides, helping parents, teachers, and students use the machines.



"The combination of information, technology, and well-prepared students is irresistible," explains Hartman. She recommends the method to counselors and teachers looking to build communication with parents during open house.

Mental Aerobics

"An aerobics of the mind" is how math teacher Howard Kalodner of Levittown, Pa., describes a challenging game he's devised for his students at Harry S Truman High School. The competition is designed to stretch vocabulary, jog the memory, and exercise math skills.

Kalodner gives the 11th- and 12th-graders a long word with a number value assigned to each letter. The students must think of 15 other words using only letters contained in this word, within a time limit (usually 30 minutes). The winner is the student whose 15 words have the highest number value.

Some sample words provided by Kalodner:

m a t h e m a t i c s
3 1 2 4 1 3 1 2 1 4 2

l a n g u a g e s
3 1 4 5 2 1 5 1 1

v o c a b u l a r y
4 2 3 1 2 2 1 1 4 5

Learning To Estimate

Developing estimation skills takes a lot of practice—and that can get boring for both students and teacher. Rita Koontz of Elizabethtown, Ky., has a way to keep her sixth, seventh, and eighth grade math students at Radcliff Junior High interested in doing one estimation after another.

In a variation on the TV game show "The Price Is Right," Koontz brings to class an assortment of canned and boxed foods—or just the empty containers. Each class is divided into teams of five, and once a week a member of each team gets a chance to estimate the price (or the weight) of an item.

The student whose estimate comes closest then has a chance to identify, in one minute, groceries worth a certain amount—say, $5 or $20—without going over that amount. A successful student gets a token reward like a pencil or a piece of candy.

Students love the game, says Koontz, and while they play, they're learning an important skill.

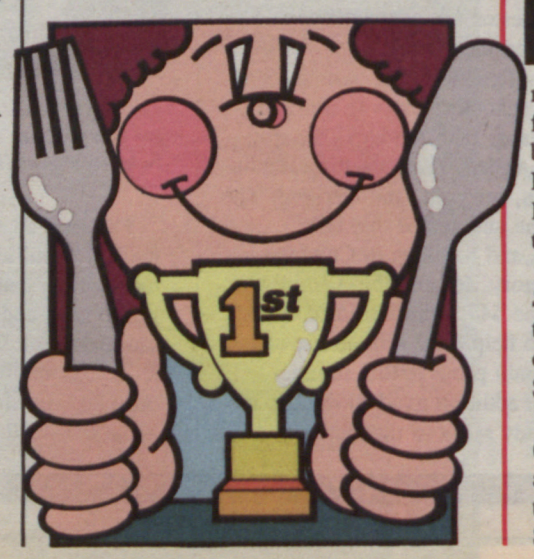
Honoring Neater Eaters

The school cafeteria isn't always the most relaxing place to eat lunch. Sometimes it seems as if all the youthful energy left over from the playground ends up there.

The Dolores Linton Elementary School in San Antonio, Texas, keeps peace in the lunchroom through its weekly Neater Eaters Award. Classes compete to best observe cafeteria rules: enter, eat, leave in a quiet, orderly way, and show courtesy to cafeteria workers and fellow students.

Each Friday, custodians and cafeteria workers choose a class to display the Neater Eaters trophy on its table for the following week.

"Students' response has been overwhelming," reports counselor Naida Segura. □

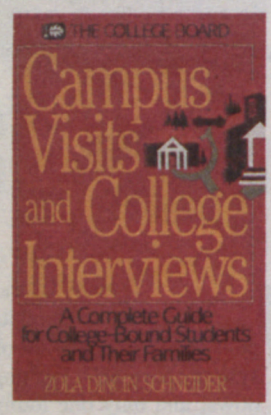


Free or Inexpensive

READING

Semantic Mapping: Classroom Applications. Joan E. Heimlich and Susan D. Pittelman. Describes classroom uses of semantic mapping—a technique teachers can use to improve students' reading comprehension—in various content areas, grades 1-8. 48 pp. Book No. 230. $5 prepaid; IRA members, $3.50. International Reading Association, P.O. Box 8139, Newark, DE 19714-8139.

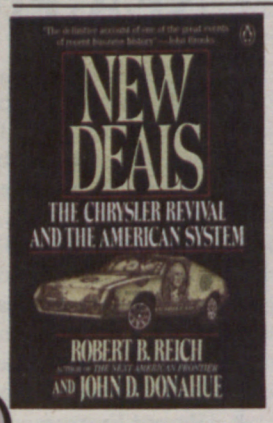
COUNSELING


THE COLLEGE BOARD
Campus Visits and College Interviews
A Complete Guide for College-Bound Students and Their Families
ZOLA DINCIN SCHNEIDER

Campus Visits and College Interviews: A Complete Guide for College-Bound Students and Their Families. Zola Dincin Schneider. Tells prospective college students how to plan campus visits, what to look for, and essential questions to ask. 130 pp. $9.95. At bookstores or by mail (make check payable to The College Board) from College Board Publications, Dept. G84, Box 886, New York, NY 10101.

How Schools Can Help Combat Student Pregnancy. Nancy Compton and others. Designed to help educators work with pregnant and parenting adolescents and put in place policies for preventing student pregnancies. 184 pp. Stock no. 3287-X-00-D. $10.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

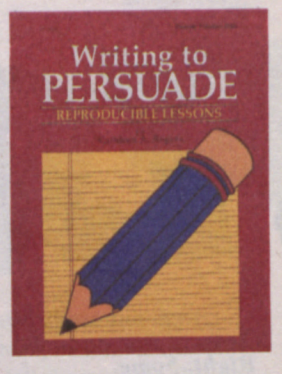
SOCIAL STUDIES



New Deals: The Chrysler Revival and the American System. Robert Reich and John D. Donahue. Describes the Chrysler bailout in the larger context of how government should respond when major firms are about to fail. 359 pp. $7.95 at bookstores; $9.95 by mail from Penguin Books, Order Dept., 299 Murray Hill Pkwy., East Rutherford, NJ 07073 (make check out to Viking Penguin, Inc.).

Social Security Teacher's Kit. Contains teacher's guide and reproducible handouts on the workings of the Social Security system. Can be used with color 16mm film or 3/4-inch or 1/2-inch (copyable) videotape. To obtain the kit and borrow a film or videotape (quantities are limited), telephone your local Social Security Administration Office.

WRITING



Writing To Explain; Writing To Persuade; Writing To Inform. Kathleen A. Rogers. Three volumes, each offering more than 50 reproducible lessons on writing with a particular purpose. Grades 4-9. 64 pp. each. $6.95 each, prepaid. Fearon Teacher Aids, David S. Lake Publishers, 19 Davis Dr., Belmont, CA 94002.

Writing with a Point. Jeanne Stephens and Ann Harper, Phillips Academy, Andover, Mass. A workbook with lessons designed to teach high school students to write well-developed paragraphs. 92 pp. School price, $4 prepaid. Educators Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02238.

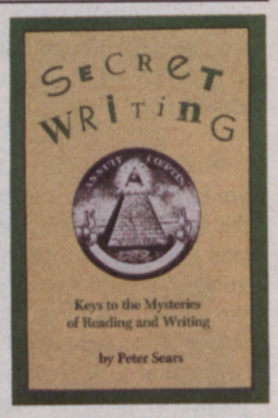
SOCIAL ISSUES

America's States: Building a Progressive Future 87-88. Linda Tarr-Whelan and Jeffrey Tryens, editors. Presents policy recommendations for state government in such areas as jobs, health, education, taxation, and economic growth. 336 pp. Special price to NEA members: $10 plus $2 postage and handling. National Center for Policy Alternatives, NEA 87, 2000 Florida Ave., N.W., Washington, DC 20009.

SPECIAL EDUCATION

The Directive Teacher. Periodical about teaching handicapped students. Published by National Center, Educational Media and Materials for the Handicapped (NCEMMH). Annual subscription, $5 (two issues). *The Directive Teacher*, NCEMMH, Dept. of Human Services Education, The Ohio State University, Columbus, OH 43210.

LITERATURE



Secret Writing: Keys to the Mysteries of Reading and Writing. Peter Sears. Provides exercises for high school students of all abilities in which literary writing is a code to be cracked and a style to be imitated. 160 pp. Special price to NEA members, $10. Teachers & Writers Collaborative, Dept. NEA, 5 Union Square West, New York, NY 10003.

Your NEA

Proposed Amendments To the NEA Constitution, Bylaws, and Standing Rules For Vote by the 1987 NEA Representative Assembly

This issue of *Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules* contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

Further information may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (telephone 202-822-7195).

(Deletions are in brackets; additions are underscored.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

Joe Di Dio

E. ANNE MOUDY
Indiana, *Chairperson*

BARBARA R. COLE
Kansas

HORACE M. MAYO
Minnesota

ARLENE H. MITCHELL
Ohio

LARRY L. RUTH
New York

Proposed Amendments to the NEA CONSTITUTION (each requires a 2/3 vote)

AMENDMENT 1

Title: TO ADD TO THE PREAMBLE OF THE CONSTITUTION A NEW ASSOCIATION GOAL, TO PROMOTE THE HEALTH AND WELFARE OF CHILDREN.

Preamble

We, the members of the National Education Association of the United States, in order that the Association may serve as the national voice for education, advance the cause of education for all individuals, promote the health and welfare of children, promote professional excellence among educators, gain recognition of the basic importance of the teacher in the learning process and other employees in the educational effort, protect the rights of educational employees and advance their interests and welfare, secure professional autonomy, unite educational employees for effective citizenship, promote and protect human and civil rights, and obtain for its members the benefits of an independent, united education profession, do hereby adopt this Constitution.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Gerald L. Brooks, California

AMENDMENT 2

Title: TO MAKE EDUCATIONAL SUPPORT PERSONNEL ELIGIBLE FOR ACTIVE MEMBERSHIP AND TO REMOVE THE EDUCATIONAL SUPPORT MEMBERSHIP CATEGORY.

Article II. Membership

Section 1. Classes of Membership.

Membership in the Association shall comprise a class[es] of Active [and Educational Support] members and such other classes as may be provided in the Bylaws.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active [and Educational Support Association] members of the Association within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active [and Educational Support Association] members of the Association or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active [and Educational Support Association] members of the Association or major fraction.

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active [and Educational Support] members within the state shall constitute election to the Representative Assembly for all purposes.

Article IV. Executive Officers

Section 2. Qualifications for Executive Officers.

All candidates for the office of President, Vice-President, and Secretary-Treasurer shall have been Active [or Educational Support] members of the Association for at least two (2) years immediately preceding the election. Time spent by an [Educational Support] Active member in [a membership category that now is encompassed in whole or in part by] the Educational Support membership category shall be counted for purposes of the two (2) year requirement. All executive officers shall maintain Active [or Educational Support] membership in the Association.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) director from each association affiliated with the Association as a state affiliate, (b) at least one (1) director for the Retired members of the Association, and (c) at least one (1) director for the Student members of the Association.

Each state unit shall be entitled to an additional director for each 20,000 Active [and Educational Support] members of the Association. . . .

f. [Educational Support] Active members employed in educational support positions shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of [Educational Support] such members elected to the Board fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are [Educational Support] Active members employed in educational support positions.

Section 2. Terms of Office.

c. All candidates for NEA state director shall have been Active [or Educational Support] members of the Association for at least two (2) years immediately preceding the election. Time spent by an [Educational Support] Active member in [a membership category that now is encompassed in whole or in part by] the Educational Support membership category shall be counted for purposes of the two (2) year requirement. All state directors shall maintain throughout their terms of office Active [or Educational Support] membership in the Association.

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

c. All candidates shall have been Active [or Educational Support] members of the Association for at least two (2) years immediately preceding the election. Time spent by an [Educational Support] Active member in [a membership category that now is encompassed in whole or in part by] the Educational Support membership category shall be counted for purposes of the two (2) year requirement. All Executive Committee members shall maintain throughout their terms of office Active [or Educational Support] membership in the Association.

Article IX. Admendment of Constitution and Bylaws

Section 1. Proposal of Amendments.

Amendments to the Constitution or the Bylaws may be proposed to the Representative Assembly by one or more of the following methods:

a. By petition signed by at least one hundred (100) Active [and/or Educational Support] members from two (2) or more states and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [eight (8)] seven (7) classes of membership in the Association: Active, [Educational Support,] Student, Retired, Substitute, Reserve, Staff, and Associate.

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational [work] employment, [or] (ii) who is employed in or who is on a limited leave of absence from an educational support position in a school district, college or university, or other institution devoted primarily to educational work, or (iii) who is serving as an executive officer of the Association or of a state or local affiliate.

An Active member who is engaged in or on a limited leave of absence from professional educational employment shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by his or her employment or shall be an exchange teacher who is regularly employed as a teacher in another country.

Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

[c. Educational support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.]

(Reletter sections d and e as c and d)

[f.] e. An educational employee employed on a day-to-day basis who is eligible for membership in the Active [or Educational Support] category shall have the option of joining the Association as a Substitute member, unless said employee is drawing educational retirement benefits and is eligible for NEA Retired membership. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors.

[g.] f. Reserve membership shall be open to any person (i) who is on a leave of absence of at least six (6) months from the employment that qualifies him or her for Active [or Educational Support] membership or (ii) who has held Active or Educational Support membership in the Association but whose employment status no longer qualifies that individual for such membership.

(Reletter sections h through j as g through i)

2-3. Rights and Limitations

a. No change

b. The right to vote and to hold elective or appointive position shall be limited to Active [and Educational Support] members except as otherwise provided.

(Sections c through i: No change)

2-5. Membership Year.

No change

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.

The dues of an Active member who has left professional educational employment to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member engaged in or on a limited leave of absence from professional educational employment.

Dues of Active members who are employed in or on limited leave of absence from educational support positions shall be determined in the same manner as the dues of Active members engaged in professional educational employment except that the national average annual salary of school employees in educational support positions shall be used in the formula and the dues shall in no event be less than one-half (½) the dues of Active members engaged in professional educational employment. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members engaged in professional educational employment.

The dues of an Active member who has left an educational support position to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member employed in or on a limited leave of absence from an educational support position.

Any person joining as an Active member during the first year of eligibility. . . .

b. No change

[c. Dues of Educational Support members shall be determined in the manner set forth in Bylaw 2-7.a., except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (½) the dues of Active members. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members. Any person joining as an Educational Support member during the first year of eligiblity shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.]

[d.] c. The Association shall allow credit to first-year [teachers or Educational Support] Active members who join the Association during their first year of membership eligibility, the reduction of their dues being ten dollars ($10) per year for each year of their membership in Student NEA and/or for each year of

(Deletions are in brackets; additions are underscored.)

their NEA Student membership up to four (4) years. The first-year [teacher or Educational Support] Active member shall provide proof of membership in Student NEA to be eligible for credit, and the Association shall verify NEA Student membership.

[e.] d. The membership fee for persons eligible for Active membership [and Educational Support membership] who are regularly employed for fifty (50) percent or less of the normal schedule for a full-time employee (as verified by the local association) shall be one-half (½) of the Active [or Educational Support] membership dues, as appropriate.

[f.] e. The Association shall continue to allow Active [and Educational Support] membership to those education association members laid off due to a reduction in force with reduction in dues of fifty (50) percent. Such eligiblity for Active [and Educational Support] membership shall continue as long as such persons are eligible to be recalled or for three (3) years, whichever is longer.

(Reletter sections g through i as f through h)

[j.] i. Dues of Reserve members shall be one-half (½) the dues of Active [or Educational Support] members as appropriate.

[k.] j. Dues of Staff members shall be one-half (½) the dues of Active members engaged in professional educational employment.

[l.] k. Dues of Associate members shall be five dollars ($5) yearly.

[m.] l. The Executive Committee may establish reduced membership dues for persons eligible for Active [or Educational Support] membership who are included in a unit of employees for which an affiliate of the Association is attempting to become the recognized organization. The amount of the dues charged such persons, and the Association services and benefits for which they are eligible, shall be determined by the Executive Committee on a case-by-case basis. The Executive Committee shall adopt rules for implementing this Bylaw.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active [and Educational Support] membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes.

i. Allocation of delegates to [Educational Support] Active members employed in educational support positions who are denied active membership in local affiliates shall be based on the ratio of 1:150 [Educational Support] such members so denied.

Bylaw 5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active [and Educational Support] NEA members within each state or (ii) by the NEA members elected to serve as delegates to the state representative body, but only if all Active [and Educational Support] NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. . . .

d. If on May 31 of two (2) consecutive years the Active [and Educational Support] Association membership within a state unit or the Retired membership or the Student membership of the Association is less than that required to establish and maintain the positions of its directors, the number of its additional directors shall be reduced according to the membership on the second of such two (2) consecutive years.

5-13. Recall.

b. Recall proceedings shall be instituted by the filing of a recall petition with the NEA Executive Director. The recall petition shall be in a form specified by the NEA and shall, among other things, contain (i) a statement of the specific grounds for the recall and (ii) the signatures of at least five (5) percent of the total number of NEA Active [and Educational Support] members in the state as of the close of the membership year immediately preceding the membership year in which the petition is filed where NEA directors are elected by all NEA Active [and Educational Support] members of the state, or signatures of at least thirty-three (33) percent of the NEA Active [and Educational Support] members who are elected to serve as delegates to the state representative body in the year in which the petition is filed where NEA directors are elected by such delegates.

d. A recall election shall be conducted in accordance with rules of procedure adopted by the NEA Board of Directors, provided that (i) where NEA directors are elected by the NEA Active [and Educational Support] members of the state, all NEA Active [and Educational Support] members in the state as of the date of the recall election shall be eligible to vote or, where NEA directors are elected by the state representative body, all NEA Active [and Educational Support] members who are elected to serve as delegates as of the date of the recall election shall be eligible to vote; (ii) the recall election shall be by secret ballot; and (iii) two-thirds (⅔) of the valid ballots cast shall be required for recall.

Bylaw 7. Review Board

7-1. Review Board.

b. Members of the Review Board shall have been Active [or Educational Support] members of the Association for five (5) consecutive years immediately prior to appointment. Time spent by an Active member in the Educational Support membership category shall be counted for purposes of the five (5) year requirement. Members of the Review Board shall maintain Active [or Educational Support] membership [as appropriate].

Bylaw 12. Definitions

12-1. Definitions of Terms.

b. *State director*: State director shall mean a member of the NEA Board of Directors elected to represent Active [and Educational Support] members in a state, the District of Columbia, Puerto Rico, or the jurisdiction of the Overseas Education Association.

d. [*Educational Support member*: An Educational Support member shall mean a member other than an Active member who is an employee of a school district, college or university, or other institution devoted primarily to educational work.]

[e.] d. *Education position*: Education position shall mean the following two categories: category 1 shall include NEA Active [and Educational Support] members who are not supervisors; and category 2 shall include NEA Active [and Educational Support] members who are supervisors, NEA retired Life members, and NEA staff Life members.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: Nancy Marrone, Maine

AMENDMENT 3

Title: TO PROVIDE THAT THE PRESIDENT OF A STATE AFFILIATE BE AN EX OFFICIO DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY UNDER SPECIFIED CONDITIONS.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee or to the presidency of a state affiliate shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active and Educational Support members within the state shall constitute election to the Representative Assembly for all purposes.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Pat Richey, Nebraska

AMENDMENT 4

Title: TO DESIGNATE THE PRESIDENT OF A STATE AFFILIATE AS AN EX OFFICIO DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY WITHOUT THE RIGHT TO VOTE FOR OFFICERS EXCEPT THAT ANY STATE PRESIDENT ELECTED BY ALL-MEMBER BALLOT IN THE STATE SHALL HAVE THE RIGHT TO VOTE FOR NEA OFFICERS AT THE NEA REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee or to the presidency of a state affiliate shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors or to the presidency of a state affiliate by NEA Active and Educational Support members within the state shall constitute election to the Representative Assembly for all purposes.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Kathryn (Joey) Nichol, New Hampshire

AMENDMENT 5

Title: TO DELETE THE GUARANTEED MINIMUM OF SEVENTY-FIVE (75) PERCENT CLASSROOM TEACHERS ON NEA COMMITTEES AND TO SUBSTITUTE A GUARANTEED MINIMUM OF SEVENTY-FIVE (75) PERCENT CATEGORY 1 MEMBERS (I. E., ACTIVE AND EDUCATIONAL SUPPORT MEMBERS WHO ARE NONSUPERVISORS).

Article III. Representative Assembly

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term *committee*. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees shall comprise at least seventy-five (75) percent [classroom teachers] category 1 members. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Bylaw 3. Representative Assembly

3-13. Committee Appointment, Qualifications, and Vacancies.

b. Absence of a member from two (2) consecutive meetings shall constitute resignation. A member shall vacate the seat held if a change in the member's educational position shall violate the constitutional requirement for at least seventy-five (75) percent [classroom teacher] category 1 member committee membership. Each vacancy on a standing committee shall be filled for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Nancy L. Marrone, Maine

AMENDMENT 6

Title: TO INCREASE FROM THREE (3) TO FOUR (4) THE NUMBER OF TERMS AN EXECUTIVE OFFICER MAY SERVE IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

d. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [three (3)] four (4) terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Sharon Kind, Minnesota

AMENDMENT 7

Title: TO PROVIDE THAT AFTER ANY PERIOD OF ELEVEN (11) CONSECUTIVE MEMBERSHIP YEARS IN WHICH AN ETHNIC-MINORITY MEMBER HAS NOT SERVED AS NEA PRESIDENT, THE ASSOCIATION SHALL TAKE SUCH STEPS AS MAY BE LEGALLY PERMISSIBLE TO ELECT AN ETHNIC-MINORITY MEMBER AS PRESIDENT, INCLUDING SPECIFICALLY THE DISSEMINATION OF INFORMATION ABOUT THE OFFICE, THE ELECTORAL PROCESS, AND THIS CONSTITUTIONAL PROVISION.

Article IV. Executive Officers

Section 4. Ethnic-Minority Guarantee.

[If after eleven (11) years no member of an ethnic-minority group has served as President, nominations at the subsequent Representative Assembly shall be restricted to members of such groups.]

If after any period of eleven (11) consecutive membership years a member of an ethnic-minority group has not served as President, the Association shall take such steps as may be legally permissible to elect a member of an ethnic-minority group, including specifically the following:

(i) By December 1 of the membership year immediately preceding the next membership year in which a presidential election is to be held (i.e., approximately 18 months prior to the date of the election), appropriate information about the office of President and the electoral process, including all relevant timelines, shall be sent to each of the ethnic-minority special-interest groups identified in Bylaw 12; and

(ii) During the membership year in which the aforesaid presidential election is to be held, a copy of this section of the Constitution, with an appropriate explanation as to its background and intent, shall be included in (a) an Association publication sent to all members by December 1 and (b) the material that is sent to the delegates to that year's Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: John I. Wilson, North Carolina

AMENDMENT 8

Title: TO ESTABLISH THREE (3) YEAR TERMS AND A TWO (2) TERM LIMIT FOR THE POSITION OF AT-LARGE DIRECTOR; TO PROVIDE THAT PRIOR SERVICE AS A STUDENT DIRECTOR NOT BE COUNTED TOWARD THE TWO (2) TERM LIMIT FOR STATE AND AT-LARGE DIRECTORS; AND TO PROVIDE THAT PRIOR SERVICE ON THE BOARD OF DIRECTORS NOT BE COUNTED TOWARD THE TWO (2) TERM LIMIT FOR RETIRED DIRECTORS.

Article V. Board of Directors

Section 2. Terms of Office.

a. The term of office of NEA state, at-large, and retired directors shall be three (3) years.

b. NEA state and [retired] at-large directors shall serve no more than two (2) terms. Prior service as a student director shall not be counted toward the two (2) term limit for state and at-large directors.

c. Retired directors shall serve no more than two (2) terms. Prior service on the Board of Directors in a position other than a retired director position shall not be counted toward the two (2) term limit for a retired director.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: Barbara R. Cole, Kansas

AMENDMENT 9

Title: TO PROVIDE THAT DOCUMENTATION OF TIMELY SUBMISSION OF AMENDMENTS TO THE CONSTITUTION AND BYLAWS SHALL BE THE RESPONSIBILITY OF THE CONTACT PERSON FOR THE AMENDMENT.

Article IX. Amendment of Constitution and Bylaws

Section 2. Amendment of the Constitution.

a. A proposed amendment to the Constitution shall be presented in writing to the Committee on Constitution, Bylaws, and Rules and read by title to the Annual Meeting immediately prior to its proposed adoption. Documentation of timely submission of an amendment shall be the responsibility of the contact person for the amendment.

Section 3. Amendment of the Bylaws.

a. A proposed amendment to the Bylaws shall be presented in writing to the Committee on Constitution, Bylaws, and Rules, postmarked no later than one hundred twenty (120) days preceding the Annual Meeting. Documentation of timely submission of an amendment shall be the responsibility of the contact person for the amendment.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

Proposed Amendments to the NEA BYLAWS (each requires a majority vote)

AMENDMENT 10

Title: TO DENY ACTIVE AND EDUCATIONAL SUPPORT MEMBERSHIP TO ADMINISTRATORS AND SUPERVISORS.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational work or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. An Active member shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by his or her employment or shall be an exchange teacher who is regularly employed as a teacher in another country. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible. Active membership is denied to administrators and supervisors.

c. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible. Educational Support membership is denied to administrators and supervisors.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Robert Moir, New Jersey

AMENDMENT 10A

Title: TO REQUIRE NEA STUDENT MEMBERS TO MAINTAIN MEMBERSHIP IN THE STATE AFFILIATE IF THE AFFILIATE HAS A MEMBERSHIP CATEGORY FOR STUDENT MEMBERS.

Bylaw 2. Membership

2-1. Classes.

d. Student membership shall be open to any student enrolled in or preparing for a program of study in an

accredited institution of higher learning that qualifies the student for a career in education or serving as chairperson of the NEA Advisory Committee of Student Members, except that any person who has ever been eligible for Active membership shall not be eligible for Student membership. Student members shall maintain membership in the state affiliate provided the affiliate has a membership category for student members.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: Barbara R. Cole, Kansas

AMENDMENT 11

Title: TO DELETE BYLAW 2-3.d. AND THEREBY REMOVE THE RIGHT OF THE ASSOCIATION TO DENY MEMBERSHIP TO AN INDIVIDUAL WHO IS A MEMBER OF A NEGOTIATING TEAM REPRESENTING A SCHOOL BOARD OR BOARD OF TRUSTEES OF A HIGHER EDUCATION INSTITUTION IF SUCH DENIAL IS REQUESTED BY A GOVERNING BODY OF AN ASSOCIATION AFFILIATE IN THE SCHOOL DISTRICT OR HIGHER EDUCATION INSTITUTION IN QUESTION.

Bylaw 2. Membership

2-3. Rights and Limitations.

[d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership if such denial is requested by a governing body of an Association affiliate in the school district or higher education institution in question. The Executive Committee shall adopt rules for implementing this Bylaw.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Ann Kavanaugh, Connecticut

AMENDMENT 11A

Title: TO CHANGE THE FORMULA FOR ESTABLISHING THE DUES OF ACTIVE MEMBERS FROM .00225 TIMES THE NATIONAL AVERAGE ANNUAL PUBLIC SCHOOL CLASSROOM TEACHER SALARY (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THAT SALARY (ROUNDED TO THE NEAREST DOLLAR) FOR UNISERV TO .0015 TIMES THE NATIONAL AVERAGE ANNUAL PUBLIC SCHOOL CLASSROOM TEACHER SALARY (ROUNDED TO THE NEAREST DOLLAR) PLUS .0005 OF THAT SALARY (ROUNDED TO THE NEAREST DOLLAR) FOR UNISERV SO THAT THE TOTAL PERCENT WILL BE REDUCED FROM .0028 TO .002, EFFECTIVE SEPTEMBER 1, 1987.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be [.00225] .0015 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus [.00055] .0005 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. . . .

Submitted in accordance with the Constitution, Article IX Section 1.a. (by petition of at least 100 members from two or more states)
Contact person: Kay Miller, Nebraska

AMENDMENT 12

Title: TO PROVIDE THAT INDIVIDUALS WHO JOIN AS ACTIVE MEMBERS DURING THEIR FIRST YEAR OF ELIGIBILITY SHALL PAY ONE-HALF (1/2) THE DUES OF ACTIVE MEMBERS.

Bylaw 2. Membership

2-7. Membership Dues.

b. Dues for an Active member joining during the first year of eligibility shall be one-half (1/2) the dues of Active members.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Ken Tilp, Iowa

AMENDMENT 13

Title: TO PROVIDE THAT THE MEMBERSHIP FEE OF AN ACTIVE OR EDUCATIONAL SUPPORT MEMBER WHO IS REGULARLY EMPLOYED LESS THAN TWENTY-FIVE (25) PERCENT OF THE NORMAL SCHEDULE FOR A FULL-TIME EMPLOYEE AND WHO IS NOT ELIGIBLE FOR MEMBERSHIP AS A FULL- OR HALF-TIME EMPLOYEE THROUGH ANOTHER LOCAL ASSOCIATION SHALL BE ONE-FOURTH (1/4) OF THE ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP DUES, AS APPROPRIATE.

Bylaw 2. Membership

2-7. Membership Dues.

e. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for at least twenty-five (25) percent but no more than fifty (50) percent [or less] of the normal schedule for a full-time employee and not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be one-half (1/2) of the Active or Educational Support membership dues, as appropriate.

(New section f)

f. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for less than twenty-five (25) percent of the normal schedule for a full-time employee and not eligible for membership as a full- or half-time employee through another local association (as verified by the local association) shall be one-fourth (1/4) of the Active or Educational Support membership dues, as appropriate.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Larry Koenck, Minnesota

AMENDMENT 14

Title: TO PROVIDE THAT THE MEMBERSHIP FEE OF AN ACTIVE OR EDUCATIONAL SUPPORT MEMBER WHO IS REGULARLY EMPLOYED FOR FIFTY (50) PERCENT OR LESS OF THE NORMAL SCHEDULE FOR A FULL-TIME EMPLOYEE AND WHO IS NOT ELIGIBLE FOR MEMBERSHIP AS A FULL-TIME EMPLOYEE THROUGH ANOTHER LOCAL ASSOCIATION SHALL BE ONE-HALF (½) OF THE ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP DUES, AS APPROPRIATE.

Bylaw 2. Membership

2-7. Membership Dues.

e. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for fifty (50) percent or less of the normal schedule for a full-time employee and not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be one-half (1/2) of the Active or Educational Support membership dues, as appropriate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Larry Koenck, Minnesota

AMENDMENT 15

Title: TO PROVIDE THAT THE DUES OF PERSONS ELIGIBLE FOR ACTIVE MEMBERSHIP WHO ARE WORKING TOWARD AN ADVANCED DEGREE IN A MENTORING PROGRAM, TEACH FULL-TIME, BUT EARN FIFTY (50) PERCENT OR LESS OF THE NATIONAL AVERAGE ANNUAL PUBLIC SCHOOL CLASSROOM TEACHER SALARY SHALL BE ONE-HALF (1/2) OF THE ACTIVE MEMBERSHIP DUES.

Bylaw 2. Membership

2-7. Membership Dues.

(New section f)

f. The membership fee for persons eligible for Active membership who are working toward an advanced degree at an accredited institution of higher education and, as part of their course of study, teach full time in a school district under the mentorship of a fully certificated teacher but earn fifty (50) percent or less of the national average annual salary of classroom teachers in the public elementary and secondary schools shall be one-half (1/2) of the Active membership dues.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Larry Koenck, Minnesota

AMENDMENT 16

Title: TO PROVIDE THAT NEA LIFE MEMBERS WHO ARE RETIRED SHALL BE TREATED AS ANNUAL RETIRED MEMBERS OF THE ASSOCIATION AND SHALL BE EXEMPT FROM ANNUAL DUES OF RETIRED MEMBERS.

Bylaw 2. Membership

2-7. Membership Dues.

h. Annual dues of Retired members, except NEA Life members who have retired and who shall be exempt from the annual dues, shall be established by the Board of Directors and shall be payable (i) directly by a retired individual who joins the Association on an annual basis or (ii) through a Retired membership for life program as established by the Board of Directors.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Don Wilson, Ohio

AMENDMENT 16A

Title: TO BRING THE WORDING OF BYLAW 2-7.h. INTO CONFORMITY WITH PRESENT PRACTICE AS ESTABLISHED BY ACTION OF THE 1985 REPRESENTATIVE ASSEMBLY AND TO CORRECT LANGUAGE DEFICIENCIES IN THAT PROVISION.

Bylaw 2. Membership

2-7. Membership Dues.

h. [Annual d] Dues of Retired members shall be established by the Board of Directors and shall be payable (i) [directly] by a retired individual who joins the Association on an annual basis or (ii) through a Retired membership for life program as established by the Board of Directors.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: Barbara R. Cole, Kansas

AMENDMENT 17

Title: TO PROVIDE THAT THE DUES OF PERSONS ELIGIBLE FOR ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP WHOSE TOTAL ANNUAL INCOME DERIVING FROM EMPLOYMENT THAT RENDERS THEM ELIGIBLE FOR SUCH MEMBERSHIP IS LESS THAN SIX THOUSAND DOLLARS ($6,000) SHALL BE TWENTY (20) PERCENT OF THE FULL ACTIVE MEMBER DUES OR FORTY (40) PERCENT OF THE FULL EDUCATIONAL SUPPORT MEMBER DUES AS APPROPRIATE.

Bylaw 2. Membership

2-7. Membership Dues.

I. The dues of persons eligible for Active or Educational Support membership for whom it is determined, under such standards and procedures as may be established by the Executive Committee, that their total annual income deriving from employment which renders them eligible for Active or Educational Support membership is less than six thousand dollars ($6,000) shall be as follows: (i) for Active members, twenty (20) percent of the full Active member dues and (ii) for Educational Support members, forty (40) percent of the full Educational Support member dues.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Dennis Giordano, New Jersey

AMENDMENT 18

Title: TO ADD TO BYLAW 2-7.m. A PROVISION THAT WOULD PERMIT THE NEA EXECUTIVE COMMITTEE TO ESTABLISH REDUCED DUES FOR PERSONS ELIGIBLE FOR ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP IN A GROUP OF EMPLOYEES THAT IS ATTEMPTING TO BECOME AN AFFILIATE OF THE ASSOCIATION.

Bylaw 2. Membership

2-7. Membership Dues.

m. The Executive Committee may establish reduced membership dues for persons eligible for Active or Educational Support membership who are included in a [unit] group of employees (1) that is attempting to become an affiliate of the Association or (2) for which an affiliate of the Association is attempting to become the recognized organization. The amount of the dues charged such persons, and the Association services and benefits for which they are eligible, shall be determined by the Executive Committee on a case-by-case basis. The Executive Committee shall adopt rules for implementing this bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: Keith Geiger, Michigan

AMENDMENT 19

Title: TO PROVIDE THAT A LOCAL AFFILIATE MAY ADOPT A PROVISION IN ITS GOVERNING DOCUMENTS THAT WOULD PERMIT THAT LOCAL TO ALLOCATE A MINIMUM OF ONE (1) DELEGATE TO MEMBERS IN EACH ADMINISTRATIVE UNIT OF THE SCHOOL DISTRICT OR HIGHER EDUCATION INSTITUTION IN THE JURISDICTION OF THE AFFILIATE.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates.

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one vote principle for representation on its governing bodies except that (i) the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership and (ii) the affiliate may adopt a provision in its governing documents that would permit that local to allocate a minimum of one (1) delegate to members in each administrative unit of a school district or higher education institution within the jurisdiction of the affiliate.

Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact person: Robert F. Chase, Connecticut

Proposed Amendments to the NEA STANDING RULES (each requires a majority vote)

STANDING RULE AMENDMENT 1

Title: TO REPOSITION THE PROVISION THAT AN NEA MEMBER WHO IS NOT A DELEGATE MAY ADDRESS THE REPRESENTATIVE ASSEMBLY WITH THE CONSENT OF THE ASSEMBLY; AND TO SUBSTITUTE THE WORD *DELEGATE* FOR THE WORD *MEMBER* IN RULE 6.D.

Rule 4. Seating Arrangements

A. Meetings of the Representative Assembly shall be open to members of the Association insofar as seating arrangements permit. [With the consent of the Representative Assembly, a member may address the Assembly.]

Rule 6. Order of Business and Debate

D. Any delegate who is recognized by the chair shall give his/her name and state and shall indicate whether speaking as an individual or as spokesperson for the state delegation or the NEA Board of Directors before speaking to a point under discussion. No [member] delegate shall speak and/or be recognized in debate more than twice to the same question during the same meeting, nor longer than two (2) minutes at one time if speaking as an individual or three (3) minutes at one time if speaking for the delegation or the NEA Board of Directors, unless permission is granted by majority vote of the Representative Assembly.

With the consent of the Representative Assembly, an NEA member who is not a delegate may address the Assembly.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 2

Title: TO PROVIDE THAT THE MAKER OF ANY MOTION BEFORE THE REPRESENTATIVE ASSEMBLY SHALL HAVE AN OPPORTUNITY TO SPEAK TO THE MOTION, AND THE CHAIR SHALL THEN IMMEDIATELY PUT THE QUESTION TO THE ASSEMBLY IF NO DELEGATE WISHES TO SPEAK AGAINST THE MOTION.

Rule 6. Order of Business and Debate

W. After the maker of the motion has had an opportunity to speak to the motion on any business before the Assembly, the chair shall ask if anyone wishes to speak against the motion. If there are no speakers against the motion, the chair shall put the question to the body.

Submitted in accordance with Standing Rule 9.B.1.(b) (by a state delegation)
Contact person: Meredith Sealey, Michigan

STANDING RULE AMENDMENT 3

Title: TO CHANGE THE EFFECTIVE DATE OF THE TERMS OF MEMBERS OF THE RESOLUTIONS COMMITTEE FROM THE CLOSE OF THE REPRESENTATIVE ASSEMBLY TO SEPTEMBER 1.

Rule 8. Definition of Resolutions, Committee, and Procedure

D. State, Retired, Student, and At-Large Members. . . .

Members shall serve for one (1) year commencing [at the close of the last meeting of the Representative Assembly] September 1. No individual shall serve more than six (6) consecutive terms as member.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 4

Title: TO ADD TO RULE 8.D. AN EXPLICIT PROVISION THAT A MEMBER OF THE RESOLUTIONS COMMITTEE SHALL IMMEDIATELY RELINQUISH THE POSITION HELD WHEN HE OR SHE CEASES TO BE EMPLOYED IN THE CATEGORY REPRESENTED.

Rule 8. Definition of Resolutions, Committee, and Procedure

D. State, Retired, Student, and At-Large Members. . . .

(New last paragraph)

A member of the Resolutions Committee shall immediately relinquish the position held on the Resolutions Committee when such member ceases to be employed in the category represented.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

Your NEA

REACHING OUT

With the Milk Comes the Message

Public service messages for parents and students will soon be appearing on the side panels of milk cartons across the country, courtesy of NEA. Potlatch, Inc.—one of the nation's largest milk carton manufacturers—has agreed to distribute the Association's ready-to-print artwork for use by the dairies it serves.

The NEA messages advise parents on helping children do better in school and selecting safe toys, and suggest ways students can do homework more effectively.

NFIE Announces Fellowship Winners

Each year NEA's National Foundation for the Improvement of Education awards Hilda Maehling Fellowships of up to $2,500 each for locally designed programs that advance Association work, improve professional development, and develop new tools and techniques.

Recipients of the 1987 fellowships are Kay Lawrence and colleagues at Live Oak School, Redding, Calif., for developing teaching techniques for high-risk youth using problem-solving through constitutional law; the La Grande (Oregon) Education Association for a community involvement project aimed at improving the level of school support; William Fiske and colleagues at Franklin (Mass.) High School for developing enrichment and supplemental activities for low-ability students in oceanography; Platteville (Wisc.) Education Association for a project aimed at overcoming student drug use.

Also, Lou Ethel Nauden and colleagues at Brady Primary School, Little Rock, Ark., for a project designed to identify first grade students likely to be deficient in pre-reading and language development skills; John W. Bushell of Homer (Alaska) Intermediate School for development of a student video production; Celia Dickerson of Greenwood School, Sanford, N.C., for a teacher awareness program on elementary guidance; and Deborah Baker of W.W. Robinson School, Woodstock, Va., for further development of her UniServ district's weekly half-hour television show.

Apply Now for Your Child's Social Security Card

Starting with the 1987 income tax returns (due in April 1988), any claimed dependent age 5 or older must have a Social Security card.

You can apply for a card for your child either by mail or in person at any Social Security office. You'll need to fill out a form SS-5 and provide proof of the child's date of birth, identity, and citizenship or lawful alien status.

To alleviate the bottleneck expected in Social Security offices as the deadline approaches, many schools will be giving students the forms to take home. For more information, call any Social Security office. □

MAKING NEWS

NEA President **Mary Hatwood Futrell** recently addressed a colloquium sponsored by the Rand Center for the Study of the Teaching Profession. Responding to the thinktank's most recent report—*Effective Teacher Selection: From Recruitment to Retention*—Futrell asserted that the education community must renew its commitment to equity. By the year 2020, Futrell noted, minorities will comprise 35 percent of our student population but—if current trends continue—only 5 percent of teachers. Unless something is done, she said, tomorrow's teachers won't be able to meet the needs of our increasingly pluralistic student population...

An article by President **Futrell**—"Public Schools and Four Year Olds: A Teacher's View"—appears in the current issue of *The American Psychologist*, the journal of the American Psychological Association. Futrell proposes opening the doors of our public schools to four-year-olds, but adds a cautionary note: "We've got to guard against the too much/too soon syndrome." A curriculum for four-year-olds, Futrell emphasizes, "should not introduce students to grammatical structure"...

Addressing some 650 teachers, parents, administrators, volunteer coordinators, and school board members at a recent San Diego meeting of the National Coalition for Parent Involvement in Education, NEA Secretary-Treasurer **Roxanne Bradshaw** outlined Association initiatives to create a culture of cooperation between schools and parents. □

LOOKING BACK

Lloyd Roberts

► The situation is still grim in Compton, Calif. ("Local Look," March), where 1,400 members of the Compton Education Association have been working without a contract since last September. When mediation failed to resolve the impasse, the Association turned to intermittent one-day school shutdowns to demonstrate discontent over salary, class size, building security and safety, and other issues. The 27,000-student district filed an unfair labor practice suit to stop the striking and, in response, a Los Angeles judge has issued a temporary restraining order.

► The National Council of Teachers of English reports that some 70 K-12 classroom teachers interested in doing individual research projects applied for NCTE Teacher-Researcher Grants this year ("Research Clues," Nov. 1986). That's up 44 from last year's total.

"I'm sure quite a few of the applicants learned about the grants from *NEA Today*," says Fran Biederman of NCTE's Research Foundation office. "We got an influx of queries after the article appeared."

Winners will be announced in mid-May.

Adelle Hoddie

► Readers interested in teaching the history of working Americans ("Unearthing Labor's Vital Heritage," May 1985) should be aware of a periodical called *Talkin' Union*. Published twice a year, *Talkin' Union* presents the music, folklore, and history of the U.S. labor movement though songs, stories, poems, photos, and cartoons by people in that movement. For subscriptions ($7.50; $12 for institutions), write Box 5349, Takoma Park, MD 20912.

► Principals and student leaders at all 20,000 of the nation's high schools last fall received copies of a petition calling for a nationally televised forum on nuclear arms ("Students Petition for Forum on Controversial Issues," Jan./Feb.) By the original Jan. 30 deadline, 130,000 signatures had come in, and the pace was increasing. Forum organizers—themselves high school students—decided this was no time to cut off participation—and extended the deadline to April 15. As we go to press, the count is 260,000 signatures and still climbing. Among the signers: former Presidents Gerald Ford and Jimmy Carter.

For more information, contact the National Forum, Milton Academy, 170 Centre St., Milton, MA 02186 (phone 617/698-7800, ext. 277). □

TAKING A STAND

Board Okays Renovation

After nearly 30 years, the NEA headquarters building in Washington, D.C., is slated for its first major renovation.

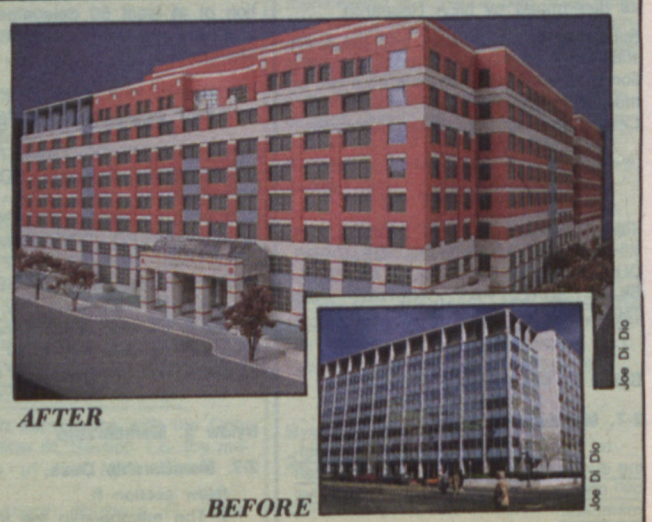
The NEA Board of Directors authorized the renovation work at its first meeting of 1987. The renovation, notes NEA Executive Director Don Cameron, will create a considerably more functional and cost-effective headquarters facility.

Basic mechanical systems in the current building, Cameron points out, have all but broken down over time. The heating, plumbing, and electrical systems all need replacing—as do the roof and the energy-wasting exterior.

The renovation also provides an opportunity to modernize the headquarters to better serve NEA members. The plans now in the works, for instance, call for a complete rewiring of the facility to take better advantage of the latest in computer and telecommunications technology.

NEA building fund reserves will cover part of the $37 million price tag. Initial plans call for the balance to be paid over a 12-year period. In any event, there will not be any kind of special member assessment.

"By the time the changes are completed in March 1990," notes Cameron, "we'll have a headquarters ready to carry us into the 21st century, a headquarters that symbolizes the professionalism of our members and the national significance of our Association." □


Joe Di Dio

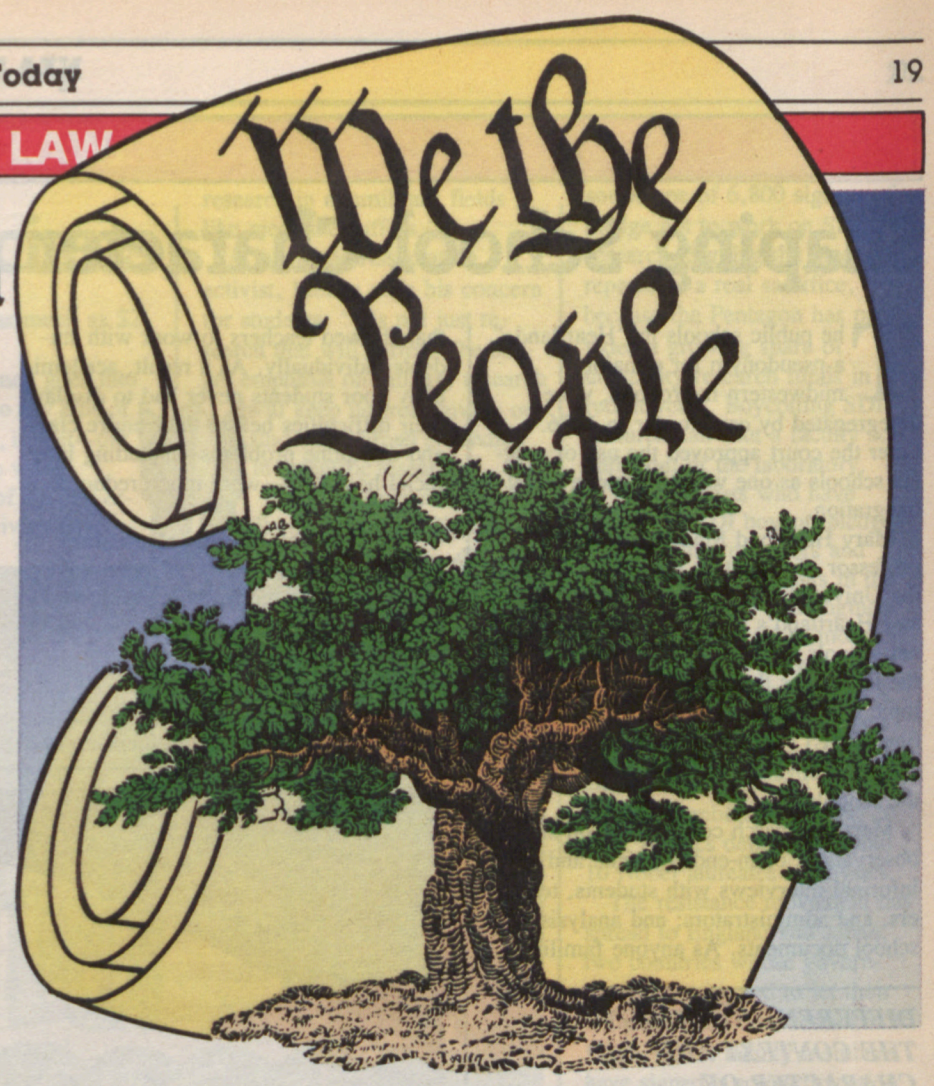
AFTER

BEFORE

YOU AND THE LAW

The *Living* Constitution

Still Evolving After All These Years



The nation's 200-year-old Constitution is a dynamic force that has provided school employees with a measure of job protection and dignity.

Carved over the entrance to the Yale Law School is the sentence "The Law Is a Living Growth, Not a Changeless Code."

Those words could have been penned by any of the 39 men who almost 200 years ago—on September 17, 1787—signed their names to The Constitution of the United States of America. Having witnessed the blood-drenched brutality of revolution, they sought to ensure that revolution would never again be necessary. The "supreme law of the land" would develop and expand by *evolution*.

That the framers intended to create a document dynamic in nature is a thesis that hasn't met with universal assent. In fact, only in this century can it truly be said that the Supreme Court has interpreted the Constitution in such a way as to "create" rights not specified in the Bill of Rights.

Under this expansive view of the Court's powers, the Constitution is organic and malleable, subject to interpretation in light of current social and political forces. This view is not without its critics. Attorney General Edwin Meese recently resurrected the old "strict constructionist" theory. In that view, the *sole* function of the High Court is to discern the original intent of the framers.

A strict constructionist, for example, would argue that the Supreme Court erred when, in 1954, it ruled in *Brown v. Board of Education* that separate but equal schools violate the Equal Protection Clause of the 14th Amendment. The authors of that Amendment, claim the strict constructionists, did not intend to ban school desegregation.

But the *Brown* Court said: "In approaching this problem, we cannot turn the clock back to 1868 when the amendment was adopted, [rather] [we] must consider public education in the light of its full development and its present place in American life."

The Court has not always been willing to ignore original intent. In 1845, for example, the Court ruled that constitutional guarantee of freedom of religion applied only to the *federal* government. Since the First Amendment limited only the power of "Congress" to make laws infringing on religious liberty, the individual states were not prohibited from passing such laws.

With the adoption of the 14th Amendment in 1868, however, the Court's posture changed dramatically. In addition to extending the privileges of citizenship to the newly freed slaves, the Amendment prohibited *states* from depriving "any person of life, liberty or property without due process of law" or denying any person "the equal protection of the laws." Even though the explicit intent of the 14th Amendment was to protect Black citizens, the Court has used that Amendment to greatly expand individual rights for all Americans.

In a series of decisions handed down in this century, the Court formulated and adopted the doctrine of "incorporation." While acknowledging that the original intent of the Bill of Rights was to restrict the powers of *federal* government, the Court held that the same restrictions applied to the states through the 14th Amendment.

Not until the 1960s did advocates for public employees begin using the doctrine of incorporation to "create" certain job protections. In 1968, for example, the Supreme Court ruled—for the first time—that a public school teacher could not be fired or disciplined in retaliation for speaking out on a matter of public concern.

In an even more important ruling a scant 15 years ago, the Court held that public school employees who lose their jobs are entitled to "procedural due process" under the 14th Amendment. School employers cannot terminate tenured employees without giving them notice of the charges and a hearing before an impartial tribunal.

It is perhaps in the area of the right to privacy that the Court has been most creative. Although no line of the Constitution refers to a privacy right, the Supreme Court has expressly recognized that all citizens have "the right to be let alone." Relying on a penumbra of protections encompassed by the First, Fourth, Ninth, and 14th Amendments, the Court has reasoned that certain decisions made by individuals are so personal and fundamental that no government has the right to regulate them.

These privacy rights include the decision whether and who to marry (or "unmarry") and whether or not to have children. Specifically, the Court has ruled that states may not prohibit interracial marriages, ban contraceptives, require mandatory maternity leave, or prohibit first-trimester abortions.

Based on these Supreme Court decisions, NEA members recently won lower court rulings that an unwed teacher may not be fired for becoming pregnant, that a teacher can't be nonrenewed because he or she gets divorced, and that, under strictly defined circumstances, a teacher has a constitutional right to breastfeed her infant at school.

At present, no federal law grants public school employees the right to engage in collective bargaining. While the Supreme Court has cautioned that the Constitution "is not a substitute for the national labor relations law," creative advocates have—through constitutional litigation—secured substantial job protections for public school employees who otherwise would be at the mercy of their employers.

The growth of constitutional provisions has often been neither swift nor steady. The word *equality*, for example, is absent from the Preamble—and the ideal of equality did not enter the Constitution until after the Civil War.

It took until the second decade of this century to pass and ratify the 19th Amendment, which extended suffrage to females. And it wasn't until 1964 that the 24th Amendment banned poll taxes that had been used to deny voting rights to the indigent.

A certain sadness intrudes on constitutional history. At times, contrary to the intention of the authors, only national convulsions have spurred growth. But the spirit the framers of the Constitution counted on has again and again triumphed. Reformers have not relented.

And it may be instructive, during this 100th Congress that again has the Equal Rights Amendment on its agenda, to recall that the struggle to pass the amendment that granted voting rights to women lasted 72 years. Seventy-two years and 480 state legislative campaigns, 277 state party convention campaigns, 19 campaigns with 19 successive Congresses.

The law is a living growth, not a changeless code. Sometimes it stalls. But still it grows. When we, the people, demand growth.

—Carl Luty and Mike Simpson

Fun Facts on the Constitution

Let this exercise in "constitutional trivia" (with answers below) stimulate you and your students to a weightier task: reading the Constitution straight through at least once during this bicentennial year.

1. Were there more lawyers or farmers at the Constitutional Convention?
2. Was the average Constitutional Convention delegate over or under age 40?
3. How many of the 55 delegates signed the Constitution?
4. Which state had the most signers?
5. Which state had only one signer, and who was he?
6. Who *wasn't* at the Constitutional Convention that you'd expect to be?
7. Which state ratified the Constitution first (and says so on its license plates)?
8. Which state could put "Last To Ratify" on its license plates?
9. Who said enthusiastically of the week-old Constitution that it was "the best that could be obtained at this time"?
10. Why do you know exactly where to look for the Bill of Rights?

—Developed from facts supplied by the U.S. Capitol Historical Society

1. Lawyers (more than half the delegates). 2. Over—at age 43. 3. 39. 4. Pennsylvania, with eight. 5. New York, Alexander Hamilton. 6. Thomas Jefferson, who was in France. 7. Delaware, on Dec. 7, 1787. 8. Rhode Island, for waiting until May 29, 1790. 9. George Washington. 10. Because it's the same as the first 10 amendments, all ratified on Dec. 15, 1791.

Need Classroom Resources?

By Sept. 1, 1987, all NEA local affiliates will receive K-6 lesson plans on the Constitution, produced by NEA and the National Council for the Social Studies. Here are four of the many other sources of materials on the Constitution's bicentennial:

American Legion, National Committee on the Bicentennial, P.O. Box 1055, Indianapolis, IN 46206. Check local Posts as well.

Miracle at Philadelphia Educational Materials, Eastern National Parks and Monuments Assn., 313 Walnut St., Philadelphia, PA 19106.

Modern Talking Picture Service, Scheduling Dept., 5000 Park St., N., St. Petersburg, FL 33709. "The Rights of a Free People" (World Book, Inc.). 16mm or VHS; free loan.

United States Capitol Historical Society, 200 Maryland Ave., N.W., Washington, DC 20002. 20" x 26" color print of the painting *Scene at the Signing of the Constitution*... $7 postpaid. □

BOOK BEAT

Shaping School Character

The public schools in "Heartland," a pseudonym for a major midwestern metropolis, were desegregated by court order in 1976. Later the court approved the use of magnet schools as one way to achieve racial integration.

Mary Haywood Metz, an associate professor of education policy studies at the University of Wisconsin–Madison, saw Heartland's implementation of magnet schools as an opportunity to discover the influences that shape all schools—a topic that interested her as a sociologist. She spent 17 months observing the process of innovation in three magnet middle schools.

Metz's research consisted of on-site observation; open-ended formal and informal interviews with students, teachers, and administrators; and analysis of school documents. As anyone familiar with school innovation might expect, the three programs that developed under her eyes were quite different from their original designs.

DIFFERENT BY DESIGN: THE CONTEXT AND CHARACTER OF THREE MAGNET SCHOOLS

by Mary Haywood Metz

(Routledge & Kegan Paul. 267 pp. $20.)

The story of how these programs were designed and how they subsequently changed makes for interesting reading. But the true value of *Different by Design* lies in Metz's analysis of why things happened as they did.

Metz identifies the influences that together shape the character of a school: political environment, technology, faculty culture, and principal-teacher relationships. Two of these—faculty culture and technology—should be of particular interest, because these are elements that individual teachers have some control over.

"Faculty culture"—a staff's shared perspectives about what is and what ought to be—influences the way teachers carry out their jobs. In two of Heartland's magnet middle schools, the faculty displayed a faith in human nature—specifically in the ability of poor and minority children to learn—that might have seemed naive in the culture at large. Yet faculty beliefs helped create a student response that confirmed those beliefs.

At the third school, in contrast, the faculty culture maintained that teachers couldn't do their jobs unless all external obstacles were removed. This view not only created tension within the school, it also prevented teachers from designing effective ways to deal with students' needs.

"Technology"—the way teachers and pupils are organized for learning—made a difference too. Two of the magnet schools chose organizational approaches that allowed teachers to work with students individually. As a result, academically poor students never had to display their difficulties before their entire class, and discipline problems—including interracial hostilities—were much reduced.

The Lubbock, Texas, elementary school where I taught until recently is also a magnet school; its drawing card is a program for the gifted. This school, too, came about as a result of court-ordered desegregation.

Other magnet school veterans who read Metz's book will find themselves comparing their own schools' special programs with those of the three Heartland schools—which ranged from Individually Guided Education (IGE) through open education to enriched curriculum for gifted and talented students.

Readers may find their heads nodding with recognition of common experiences (e.g., up-to-the-last-minute building remodeling, the constant train of visitors, the Hawthorne effect). Or heads will shake with sympathy as teachers read of Heartland's court-enforced seniority ruling that resulted in the magnet schools' retaining "carry-over" teachers who weren't interested in or supportive of the new magnet programs.

All readers, whether involved in magnet programs or not, should carry away from *Different by Design* a new awareness of the influences—some of which they can control—that directly affect the way schools achieve their goals. Then they can search for ways to shape these influences in the most positive manner possible for the life of their own school.

Reviewed by Edie Dougherty, former team leader at Iles Elementary Magnet School, Lubbock, Texas; currently primary resource teacher for Lubbock's gifted and talented program.

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INTERNATIONAL

The Physicists vs. the Politicians

Can faculty change the course of foreign policy? Campus scientists all around the country, including many NEA members, are saying they certainly can!

In March 1983, President Reagan launched a new era in the arms race. The President proposed the construction of a high-tech defensive system that he said could shield the American people and end the threat of nuclear war.

President Reagan's proposed system—the Strategic Defense Initiative (SDI), more commonly known as "Star Wars"—has sparked considerable debate. And right at the center of that debate stand thousands of faculty members.

Physicists, chemists, and engineers from renowned research universities and small colleges alike have stepped out of their laboratories into the political arena. In many cases, they've placed their careers on the line to stop an SDI they consider bad science—and even worse public policy.

For NEA members like Roger Messenger, an electrical engineering professor at Florida Atlantic University, the realities of writing and testing computer software make the notion of a leakproof SDI "umbrella" an unrealizable dream.

"The SDI computer program would require about 10 million lines of instructions," Messenger explains. "Whenever a Soviet submarine moved, it would mean rewriting maybe 1,000 lines—and that would mean figuring out which 1,000 lines to rewrite, rewriting them, and then rewriting all the lines that those referred to."

De-bugging all those software program commands would be incredibly difficult, and, Messenger points out, no one could ever be sure whether all the bugs had been found.

"You can't reliably test the software for SDI," Messenger notes, "without setting off a missile to see whether the system responds."

President Reagan's initial Star Wars commentaries contended that SDI would fully protect American civilians against nuclear attack. Pentagon SDI experts no longer make that claim.

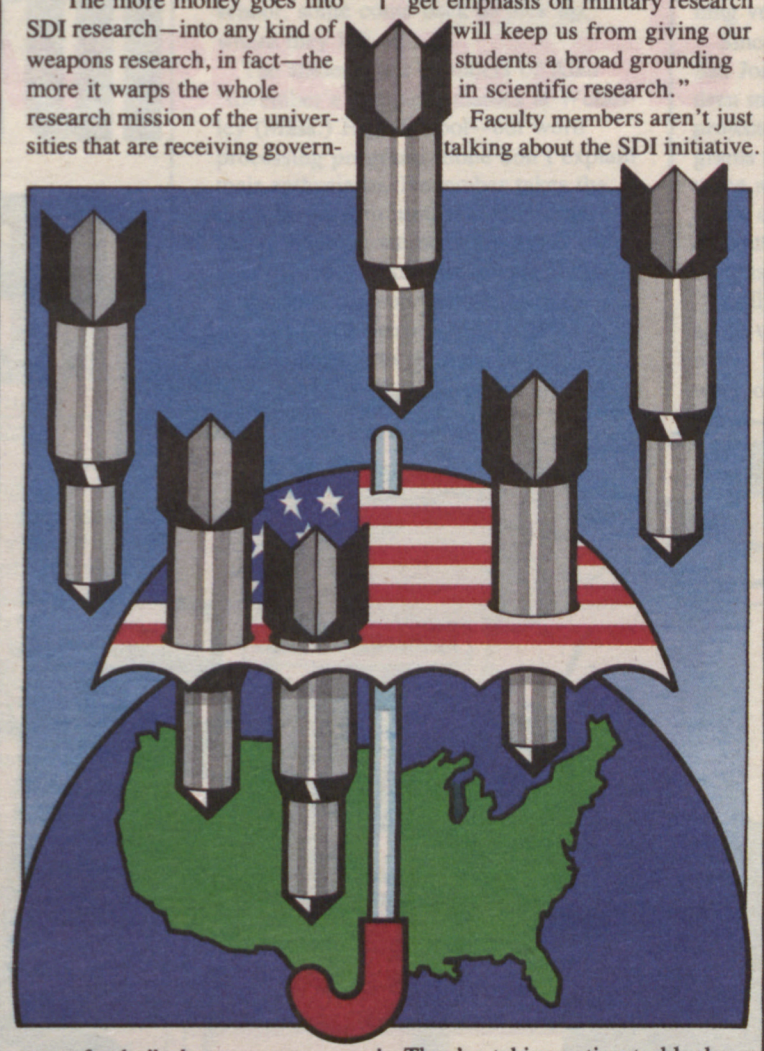
"SDI as currently programmed by the Department of Defense is really designed to enhance protection of our missile sites, not to protect the population," notes NEA member Vince Peterson, a physics professor at the University of Hawaii at Manoa.

The SDI project is now expected to cost as much as $2 trillion.

"The more money goes into SDI research—into any kind of weapons research, in fact—the more it warps the whole research mission of the universities that are receiving government funds," observes chemistry professor Howard Mettee of Ohio's Youngstown State University. "Basic research suffers, and applied research in nonmilitary fields like medicine suffers."

A long-time Association activist, Mettee adds his concern for students: "It's not just research that will suffer. The budget emphasis on military research will keep us from giving our students a broad grounding in scientific research."

Faculty members aren't just talking about the SDI initiative. They're taking action to block SDI development by refusing to conduct research that would contribute to SDI.



Association member Peterson is one of 6,800 signers of a pledge not to work on SDI research. Signing the pledge represents a real sacrifice, because the Pentagon has provided a growing share of university research funds in recent years. Boycotting SDI research can shut a faculty scientist out of the laboratory.

The scientists who have signed the SDI boycott pledge—3,800 faculty members and 3,000 graduate students in the physical sciences and engineering—represent half or more of the faculty in 65 university physics departments and 46 other engineering and science departments. Among the pledge signers are 57 percent of the faculty members of the top 20 U.S. physics departments and 16 Nobel laureates in physics.

The resistance movement has spread to England and Japan, two countries whose governments have agreed to let their universities do SDI research. In Japan, 3,000 faculty members have signed a nonparticipation pledge, while in England 800 faculty—more than half the faculty in the institutions involved in the boycott—have signed up.

Faculty members—in the United States and abroad—are pitting their knowledge against the political clout of the weapons industry lobby. Much is at stake—vast sums of tax money, the future development of U.S. nonmilitary industry, the independence of the university. Beyond that, the outcome could affect the survival of us all.

—Jane Power

RESOURCES

TV/Radio Tips

KnowZone—*PBS, Saturdays; check local listings for times.* Science series for 10- to 14-year-olds, hosted by David Morse. *May 2:* "Secrets of the Pond." Life in a secluded beaver pond. *May 9:* "Fire!" How to survive a house fire. *May 16:* "The Silence Barrier." Obstacles and isolation faced by the profoundly deaf. *May 23:* "Crime Lab." How crime lab techniques can solve a murder with no witnesses.

Biography—*Arts and Entertainment Network. Wednesday, May 6, 10-11 p.m. ET:* "Karen Blixen—From an Immigrant's Notebook." Rare film footage of the late author of *Out of Africa* and readings from her book. *Wednesday, May 20, 10-11 p.m. ET:* "Maurice Sendak and All His Wild Things." Sendak explains how he became an author of children's books and defends his somewhat grotesque illustrations.

Bob Greene/CBS

Lou Gossett and Richard Widmark star in CBS-TV's "A Gathering of Old Men," to air May 10.

NPR Playhouse: National Radio Theatre Sampler—*National Public Radio, Thursdays; check local listings for times.* Thirty-minute broadcasts. *May 7:* "The Ugly Duckling." *May 14:* "The Stolen White Elephant." *May 21:* "Tobermory." *May 28:* "Dynamite Hill."

Gulliver's Travels—*Nickelodeon, Saturday, May 9,* and *Sunday, May 31, 2-3:30 p.m. ET.* Live action-animated version of Jonathan Swift's classic tale of a young man washed ashore into the land of Lilliput. Richard Harris stars.

Words on a Page—*Nickelodeon, Sunday, May 10,* and *Saturday, May 30, 2-2:30 p.m. ET.* Story of a young Canadian Indian girl whose opportunity to win a scholarship thanks to her writing talent is clouded by her father's reluctance to lose her.

A Gathering of Old Men—*CBS-TV, Sunday, May 10, 9-11 p.m. ET. Rebroadcast.* Drama about the sudden swelling of courage in a group of aged rural Blacks when one of their friends—the admitted killer of a white racist—is threatened with vigilante reprisal.

Previn on Concertos—*Arts and Entertainment Network, Thursdays, May 14–June 18, 9-10 p.m. ET.* Andre Previn, music director of the Royal Philharmonic Orchestra in London, discusses the concerto form and leads a full performance of a different concerto each week.

ABC News Close-Up: Addiction—*ABC-TV, Friday, May 22, 10-11 p.m. ET.* Documentary exploring the effects of alcohol and cocaine on the human body and reporting new research that identifies addiction as more a biological than a psychological problem.

Affairs of the State—*American Public Radio; check local listings for dates and times.* In May, episodes 5-8 of this 13-part series examine the ability of the Constitution to address modern political and economic challenges.

Schoolbreak Special—*CBS-TV, Tuesday, June 2, 4-5 p.m. ET.* "Hear Me Cry." Two teenagers make a suicide pact. Free teacher's guides available from CBS, 51 W. 52nd St., New York, NY 10019.

Cracked—*ABC-TV, sometime in May; check local listings for date and time.* Drama about a teenager's obsession with crack, a deadly form of cocaine. Ed Asner stars.

Drunk and Dangerous: Just Another Day—*HBO; check local listings for date and time.* Docu-drama about highway statistics involving drunk drivers, using real names and faces.

The Dumbwaiter—*ABC-TV, sometime in May; check local listings for date and time.* Dramatization of the Harold Pinter play about two hit men waiting for a victim in the basement of a large house. John Travolta and Tom Conti star. □

Sneak Previews

Mandela—*in production.* HBO is filming a drama about South African political activist Nelson Mandela, whose stand against apartheid has made him an international symbol of courage. Watch for it next fall.

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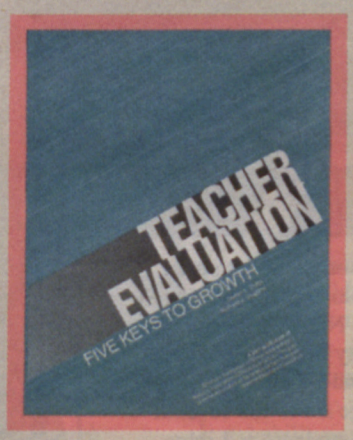

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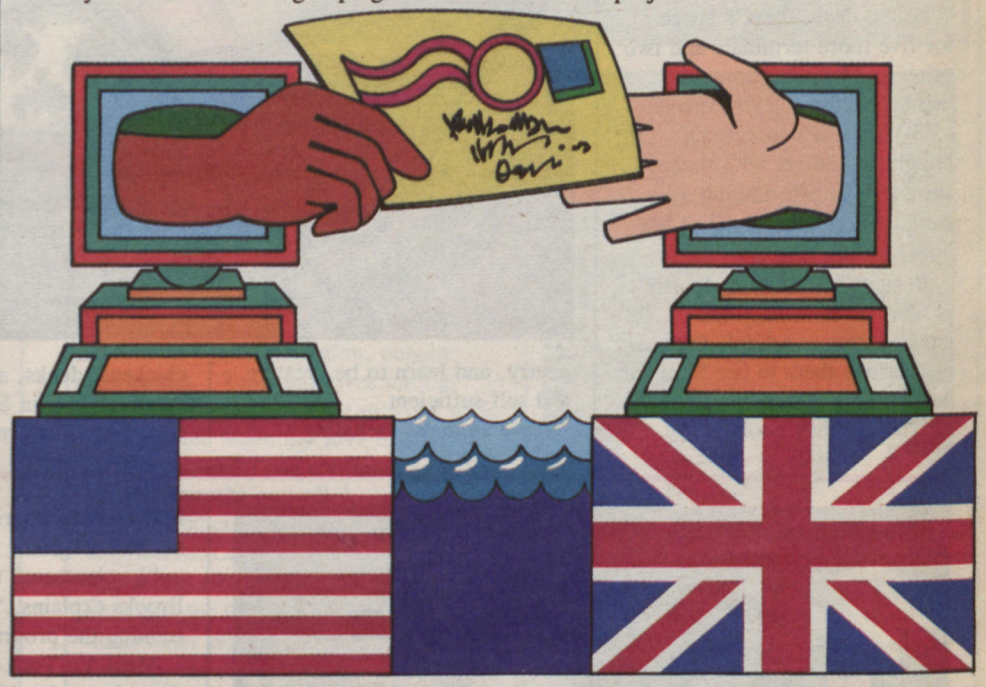
TECH TALK

Networking, Transatlantic Style

The bell rings, the students groan. Reluctantly, they stop writing and make way for the next class. After school, some come back to pick up where they left off.

The students are members of Alan November's computer classes at Wellesley (Mass.) High School—but word processing programs alone don't explain their enthusiasm. November takes the disks home with him, and late in the night, when phone rates are lower, he uses his modem and the telephone lines to transmit students' messages and essays to an electronic mail service that passes them on to students in England.

By the time the rates go up again next morning, it's noon in the United Kingdom, and November can pluck responses from his electronic mailbox.



The computer exchange between Wellesley High School and a growing network of schools in Britain is part of a network linking 30 NEA members in three states with 30 members of the National Union of Teachers of England and Wales (NUT).

Two years ago, all 60 teachers met in England to discuss developments and desirable directions in the use of computers in education—and to plan individual, group, and transatlantic projects involving computers. This month they're meeting again to discuss what they've done and learned and to make plans for the future.*

"To do my job, I need to know how the business community is using computers," says vocational business teacher Judy Rasmussen of Mount Vernon, Wash. "People have become so mobile that it's not enough to know about local businesses. We need to know about other parts of the country—and the world."

As her part of the project, Rasmussen is surveying 2,400 U.S. and British businesses in different-sized communities: What computers do they use? What software? What will they be doing with computers five years from now?

"The responses will be useful for our vocational advisory committee," says Rasmussen, "and also for anyone here or in the United Kingdom who's planning vocational computer curriculums."

Since 1985, Suzanne Barkworth of San Jose, Calif., has worked with children in third through fifth grades on projects ranging from writing Logo programs that generate geometric shapes to using simple Basic to solve riddles. Some of the kids' parents work in the computer industry that's made San Jose famous; others are very poor.

"All the students are really excited about using computers," Barkworth notes, "although some have no way to work on projects at home."

In Cambridge, Mass., third grade teacher Gail Ross-McBride has taken leave to explore ways of helping teachers to use telecommunications. She's developing projects for training teachers in using computers, in writing telecommunications curriculum, and in using electronic mailboxes.

The teachers in the NEA/NUT–sponsored computers-in-education project share a common goal: to exchange ideas and information with wider and wider networks of people.

Alan November envisions a network of students that includes not only England, Scotland, and Wales but many more countries around the world. Rasmussen expects her results to be valuable far beyond her immediate community. Barkworth is working closely with a colleague in England who's trying to use the same concepts with a different computer, the Acorn. Ross-McBride envisions an electronic bulletin board reaching teachers in more and more distant localities.

Whatever new projects and recommendations emerge from this month's meeting, they're sure to help teachers pool their technological insights, their experiments, their failures, and their dreams, to bring computers further into the service of teaching and learning.

—Jane Power

* The transatlantic computer project is cosponsored by NEA, the California Teachers Association, the Massachusetts Teachers Association, and the Washington Education Association with the National Union of Teachers of England and Wales. The 1987 project conference—May 17-22 in Port Townsend, Wash.—will include an open session on May 21-22; any interested NEA member may attend by contacting the Washington Education Association, 33434 8th Ave. South, Federal Way, WA 98003 (phone 206/941-6700).

People

Tom Strickland

Tom Strickland

Geneva Spencer's fourth grade classroom at University Elementary School in Bloomington, Ind., is something to behold. It's decorated from floor to ceiling with a dizzying array of posters and student artwork—and compartmentalized with a unique second-level ship's deck (complete with portholes) where students get hands-on computer training at five terminals.

Below deck, there's space for five more terminals and two printers. Only one computer belongs to the school. Spencer, a 33-year teaching veteran, bought the others with money she earned from running a summer computer camp at her home for six years.

Besides offering her fourth graders an unusual work environment at school, Spencer also brings them to her farm for several days every spring and fall. There they cook, study poetry, and learn to be creative and self-sufficient.

Live animals, including chickens, ducks, and lambs, are commonplace in Spencer's classroom. Currently in residence: Flopsy Topsy, a rabbit who's about to give birth.

The idea, says Spencer, is to have the kids—who range from non-English-speaking to the gifted—observe the animals closely, then read and write about their behavior. □

David Seibert

Always fresh, served fast or served fancy—these are the hallmarks of the food that comes from **Carlton Brooks's** kitchen at Mesa (Ariz.) Vocational-Technical School.

A culinary school graduate, Association member Brooks worked in East Coast hotels before returning to Phoenix, his hometown. There he read a newspaper article about the Mesa school district's new food service program.

"I volunteered to help," Brooks explains, "and ended up running the program."

Mesa Vo-Tech offers students in grades 10-12 a three-year sequence in food service. The program that Brooks and one colleague oversee operates a 350-seat restaurant and a fast-food outlet—both popular with the public at lunchtime—as well as a catering operation that does banquets.

"Students who complete all three years and who've worked in a kitchen can apprentice directly with a chef rather than having to start in basic food preparation," Brooks explains. "Phoenix has lots of hotels and restaurants, and we have graduates all over town." □

Brad Bower

Each morning at about 8:40, counselor **Janice DiTullio** and principal Gary Bundy greet—individually—every one of the 250 K-3 students at Stony Creek Elementary School in Norristown, Pa.

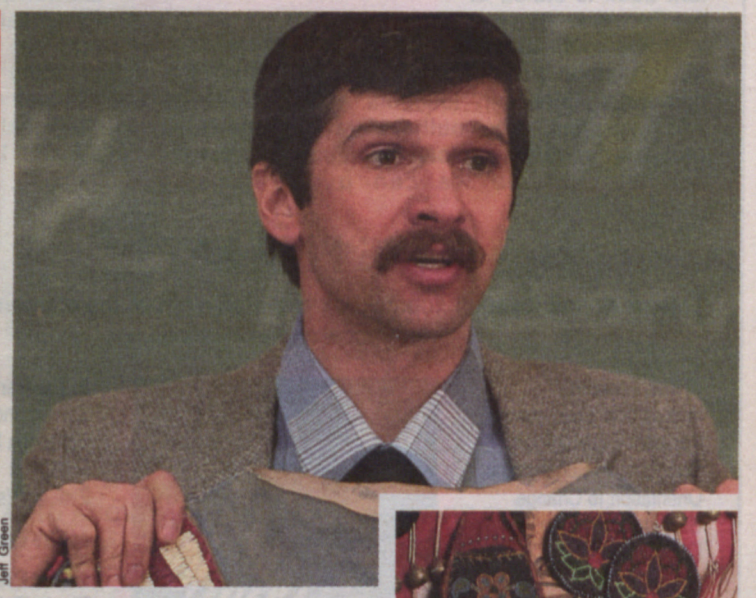
The idea, says DiTullio, is to make each child feel special, to get each off to a positive start for the school day.

The schoolwide counseling program that DiTullio heads includes regular visits with a dolphin puppet called DUSO (Developing an Understanding of Self and Others).

"Each child gets to hold DUSO," explains DiTullio, "while I turn the pages of a picture book with a story illustrating self-confidence, or honesty, or respect for others."

The "preventive counseling" program also includes regular classroom visits by DiTullio and follow-up from teachers.

"We know that the earlier we can address kids' concerns," DiTullio says, "the less likely they are to encounter problems later on." □



Jeff Green

Jeff Green

Scott Thompson has spent years exploring and writing about the Native American community around Spokane, Wash. And he's passing that knowledge on to his seventh grade art students at Libby Junior High School.

Thompson broadens students' understanding of Indian heritage by incorporating units on Indian arts and crafts into the regular art curriculum. He encourages students to try their hand at creating their own Indian artwork. Then Thompson arranges for elders from various tribes to visit his classroom to give constructive critiques of the students' work.

Thompson's interest in Indian culture and art began when he was a Boy Scout. Since then, he's met numerous tribe members, particularly elders, who tell him of a culture on the brink of extinction.

"Most people think of Indian culture either as urbanized or as the Indian with a war bonnet at the Custer massacre," says Thompson. "The elders are concerned with losing their identity, especially tribal identity," he adds.

Thompson has written some 200 articles about Indian crafts, dances, and lore, now on file at the Eastern Washington State Historical Society collection. He's also had several articles printed in *Whispering Wind*, a magazine concerned with Indian life, past and present. □

North Carolina high school biology teacher Donna Oliver is the 1987 Teacher of the Year. All four finalists in this year's national competition were Association members, and we salute these four outstanding teachers on this page. The competition, now in its 25th year, is sponsored by Encyclopaedia Britannica, *Good Housekeeping*, and the Council of Chief State School Officers.

Nancy J. Pierce

Nancy J. Pierce

Michael Munden

Willie Nelson's "On the Road Again" could be **Donna Oliver's** theme song. As North Carolina's Teacher of the Year, Oliver has spent this school year crisscrossing the state "spreading the gospel of education" to community and civic groups and legislators.

A biology teacher at Cummings High in Burlington, Oliver misses the give and take of daily classroom life, though she still talks to students who see her on the street or drop by her house to chat.

Oliver was always interested in biology. She chose to combine that interest with teaching because "I felt I could help young people deal less painfully with the prevailing social unrest and issues like integration and social promotion that were part of the late '60s. Also, I wanted to help students and educators alike understand the need for quality education for all."

Although Oliver's won many awards for her science teaching, her dedication to youth extends well beyond the classroom.

Together with her husband, James, she founded the Burlington Young Adult Choir. She's served as president of the Burlington-Graham chapter of Jack and Jill of America, Inc., an organization that promotes the social, educational, recreational, and spiritual advancement of all children.

Despite her hectic schedule, Oliver stays close to her family, which comprises four generations. Her daughter, Rachel, 21, is the reigning Miss Black America. □

Ohio Teacher of the Year Susan Leach found her way to the classroom by a circuitous route, after studying oceanography, gaining a master's degree in entomology, and turning down a job in cancer research.

"I've never regretted my decision to teach," says Leach, who teaches life and earth sciences at Jones Middle School in Upper Arlington, outside Columbus. "Teaching gives me the best of both worlds: I get to work with students and share my love of science with them, and I can continue my other science pursuits as well."

Those other pursuits are pretty impressive. Leach has written 12 chapters in the 1987 Focus on Earth Science text for Charles Merrill, and her underwater photos and sketches will soon appear in a new text on oceanography. Leach is in constant demand to lead science-related workshops at the state, national, and international levels.

Michael Munden

"I took an indirect route to teaching," she notes, "but my experiences have helped me to become a well-rounded person, and thus a better teacher." □

David Perdew

He nearly flunked out of high school—but after an English teacher helped him build up his confidence, **Eliot Wigginton** went on to become an English teacher himself. Now he's Georgia's 1987 Teacher of the Year.

Wigginton is best known around the country for initiating the *Foxfire* books, in which his Rabun County High School students recount folktales and folklore from their own Appalachian Mountains region. The first volume—there are now nine—sold 3 million copies.

But the *Foxfire* books aren't an end in themselves, Wigginton points out: they're a way of teaching. Many of his students will never go to college, but they're motivated to do research and reporting of a scholarly calibre, not only because the work is real, but because it "will be seen and applauded by an audience beyond the teacher."

Wigginton's commitment doesn't stop with his students—it embraces the entire community. He's organized businesses—a crafts cooperative, a record company, a publishing house—to build up the local economy and a rehabilitation program for rundown housing. He's now working towards a community museum and archive, a city park and amphitheater, an adult education program, and a teacher center.

In class, Wigginton combines mountain literature, the discipline of folklore, and dramatization of folktales, which his students write and then perform at local elementary schools.

Education, says Eliot Wigginton, must move "onward, in a never-ending spiral of continuous growth and competence—not a repetitious unending circle of boredom and gloom." □

David Perdew

Not every teacher would see *safety* as the goal of her teaching. But Wyoming Teacher of the Year **Lois Distad** does.

Distad is a remedial reading teacher—since 1982 at Bar Nunn (Wyo.) Elementary School, outside Casper. She believes "the most compelling work for any teacher is to create an alliance between children's self-esteem and their desire to learn," and she's found the crucial link is "security."

"Many of the kids who walk in my door think they're failures because they don't read well," Distad explains. "But before they can hear what teachers say about reading, they must be able to trust us."

So Distad "empowers" her students, creating situations (through peer tutoring, for example) where they become leaders in learning because their classmates rely on them for instruction.

"Too often the source of children's insecurity is child abuse," Distad notes. "If we listen carefully to the messages students send us—through their learning and behavioral difficulties—we'll hear a cry for help."

Ernie Leyba/PHOTOSTAFF

A member of the Natrona County Education Association, Distad recently drafted the Wyoming Education Association's white paper on combatting child abuse.

She chairs the committee of teachers and principals now specifying the competencies that graduates of reading specialist programs in Wyoming must have. "By putting teachers on these competency committees, the state has given us credibility as professionals," Distad says. "Of course, this should be a given, not a gift." □

Ernie Leyba/PHOTOSTAFF

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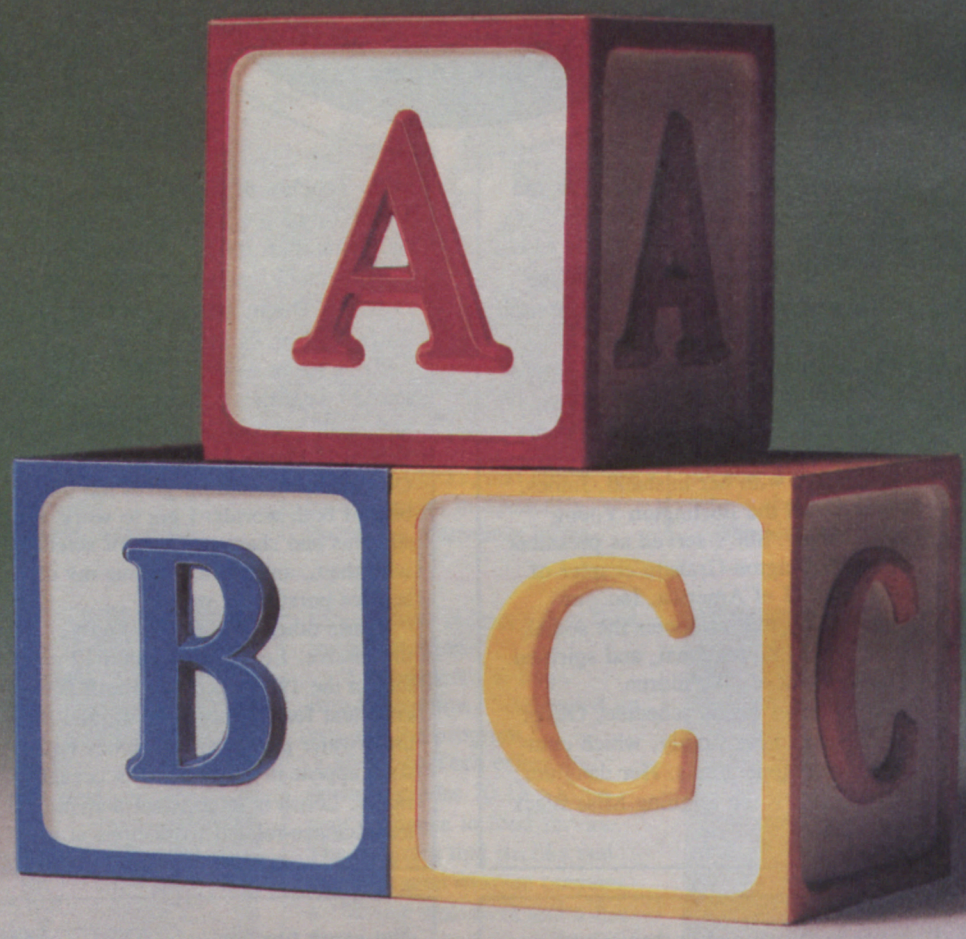

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2. *Content*. Financial plans should be comprehensive, covering money management, investments, taxation, risk management, retirement planning, and estate and survivor preparation. A good financial plan helps you manage your money by—

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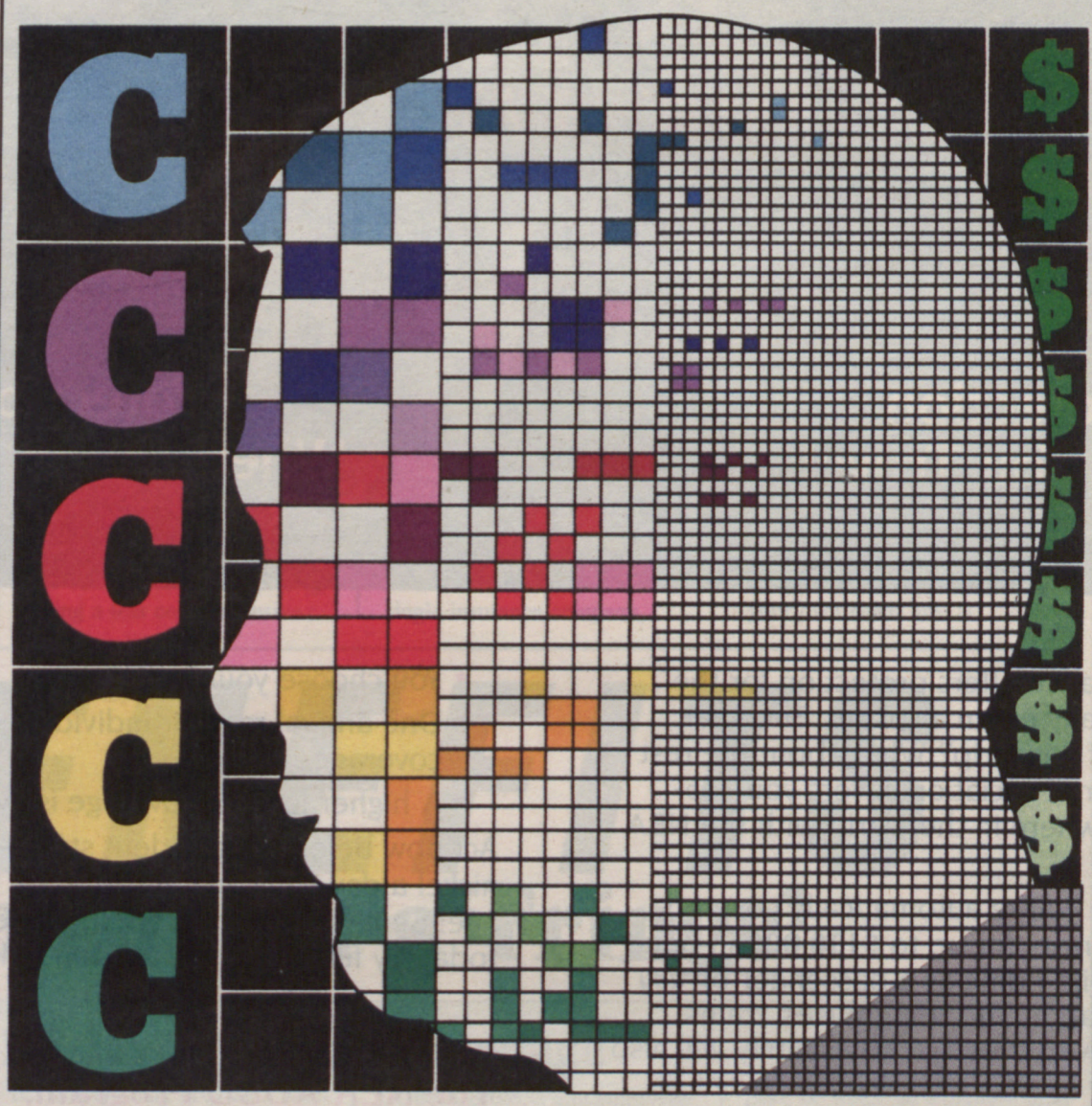

3. *Credentials*. Two organizations have sprung up to sell study courses culminating in the designation "Certified Financial Planner" (CFP) or "Chartered Financial Consultant" (CFC). Holders of these titles would like you to believe they have the equivalent of a Harvard education, but the American Council on Education rates CFP and CFC courses and exams at 15 semester hours of BA-level work.

Other credentials to look for: licenses, degrees, registrations. The more of these a planner has in areas relevant to *your* particular needs, the better prepared he or she is to help you—and, more important, the more such a planner has to lose by indulging in shady practices. Many planners are CPAs or lawyers who also are licensed to sell insurance and securities and are registered with the Securities and Exchange Commission. SEC registration is important because it ensures that planners have disclosed their education backgrounds, business practices, and any licenses they hold that could indicate potential conflicts of interest.

Two organizations—the International Association of Financial Planners and the Institute of Certified Financial Planners—can refer you to financial planners, who may or may not follow codes of ethics or standards of professional conduct. These two agencies are little more than trade organizations for the financial planning industry—an industry that unfortunately isn't regulated as insurance and securities are. A better bet might be to get a referral to a financial planner from a trusted attorney or accountant who isn't jealous of his or her own financial planning talents.

4. *Commitment*. Find out if the planners you consult provide a way to implement your plan after it's written—either through themselves or through other professionals. Can they give you the names of professionals whose investment philosophies are compatible with their own?

A financial plan must change over time, so ask the planners you're considering if they schedule future sessions to update your plan as you pass through the three stages of your economic life cycle (accumulation, conservation, and distribution of capital).

5. *Compensation*. Financial planners tend to charge for their services in one of three ways: commission only, fees only, or fee plus commission. All three pose potential conflicts of interest.

- You may find commission-only planners to be the least expensive. But they're likely to sell you products that provide them the highest commissions—products that may not be in your best interest.
- Fee-only planners may tell you they're beyond any conflict of interest since they make no additional profit as a result of their product recommendations. But their financial plans tend to be expensive. And they may get indirect extra remuneration through return referrals from the implementers they refer you to. Such planners may also be fee-only because they chose not to get licensed or regulated in the sale of products you need.
- Fee-plus-commission planners generally write a generic plan for a flat fee. These planners believe a majority of their clients will implement their generic plan through them rather than going elsewhere, so they may design the plan with certain products in mind that bring them the highest commissions.

Most financial planners fall into the last category—fee-plus-commission—but no one of the three will necessarily provide you with a good or bad financial plan. You need to weigh how any planners you're considering score on the other four C's to determine who will work in your best interest and not their own.

Don't forget that a good working relationship with a financial planner depends a lot on *you*, the client. You must be candid when you respond to questions about your financial situation, and you must keep your planner informed about changes in your financial obligations.

NEA provides each lifetime member of NEA-Retired with a manual on financial planning, along with other self-help manuals. Financial planning is also addressed in the leadership training seminars that NEA-R now offers unified states. Association leaders trained at these seminars are expected to return home and conduct workshops for teachers and support personnel who are anticipating retirement.

Write to NEA-Retired, 1201 16th St., N.W., Washington, DC 20036, if you'd like more information about the manuals or the training workshops.

—Marian Clayton

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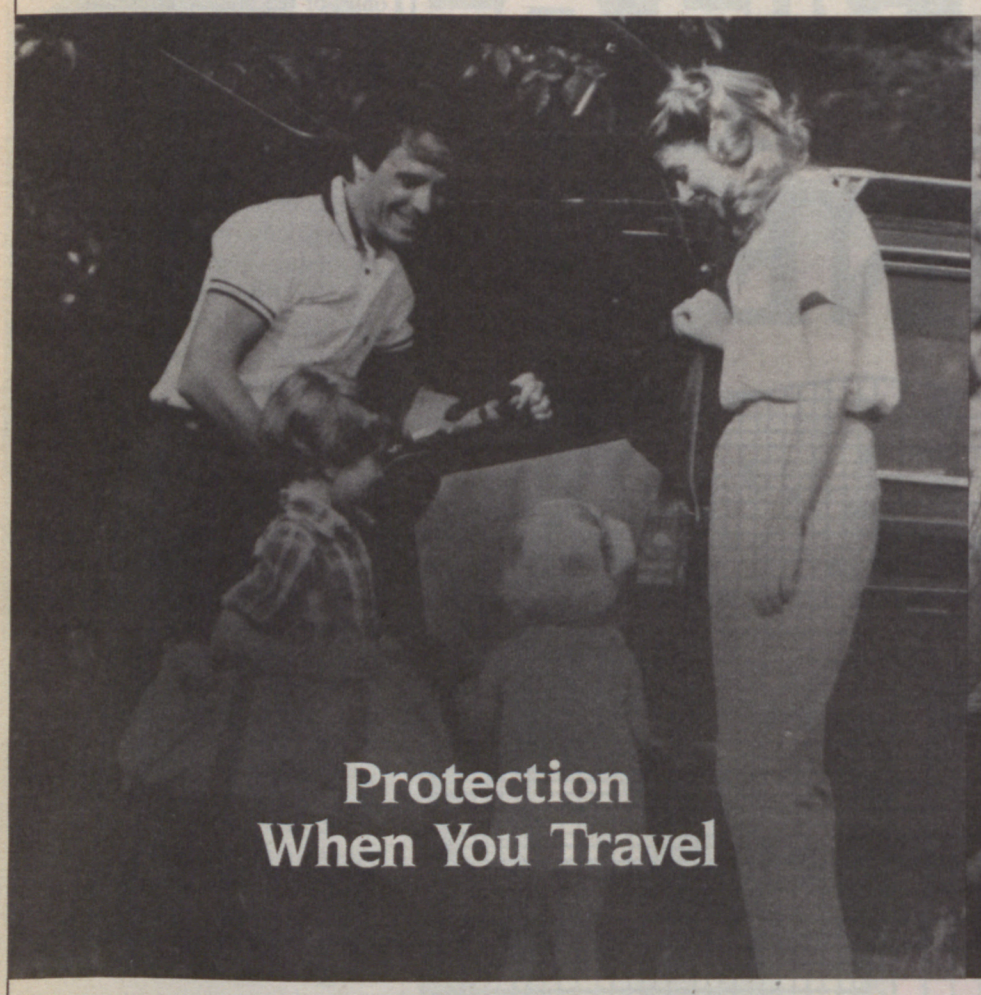

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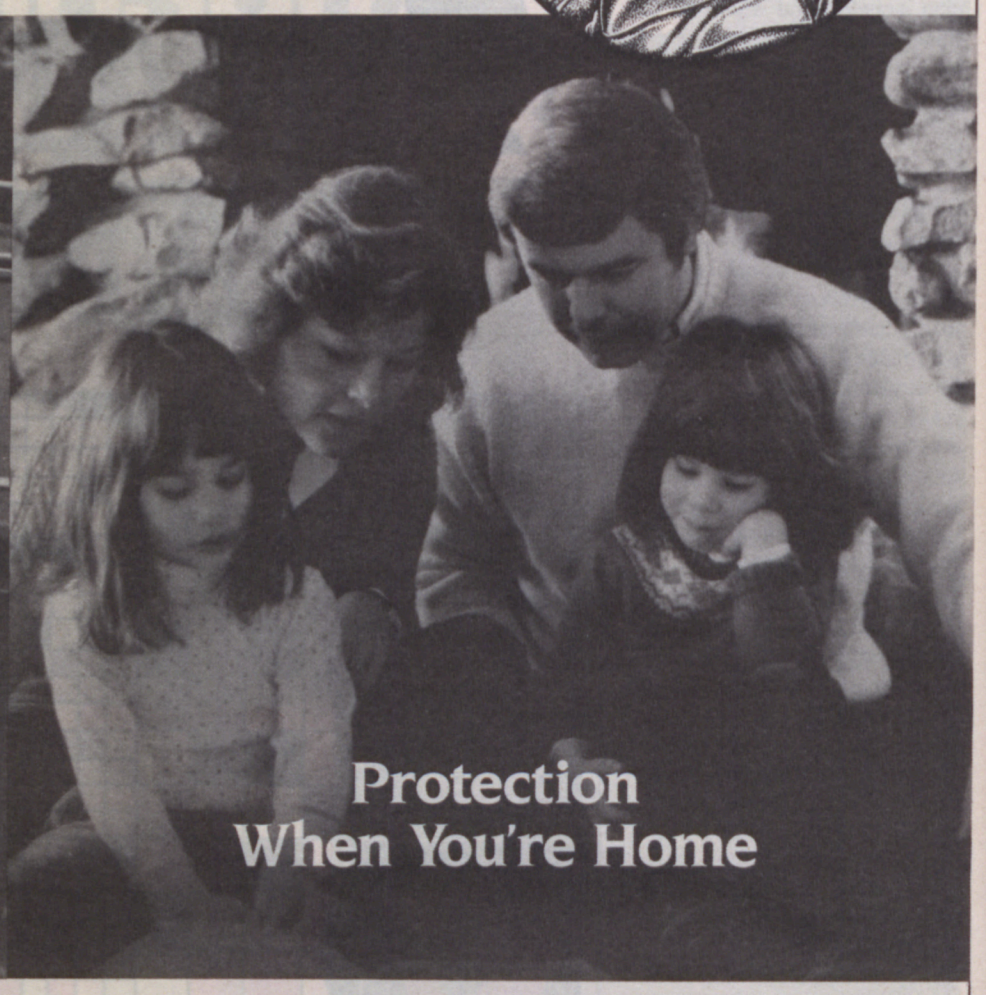

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PERSONALLY SPEAKING

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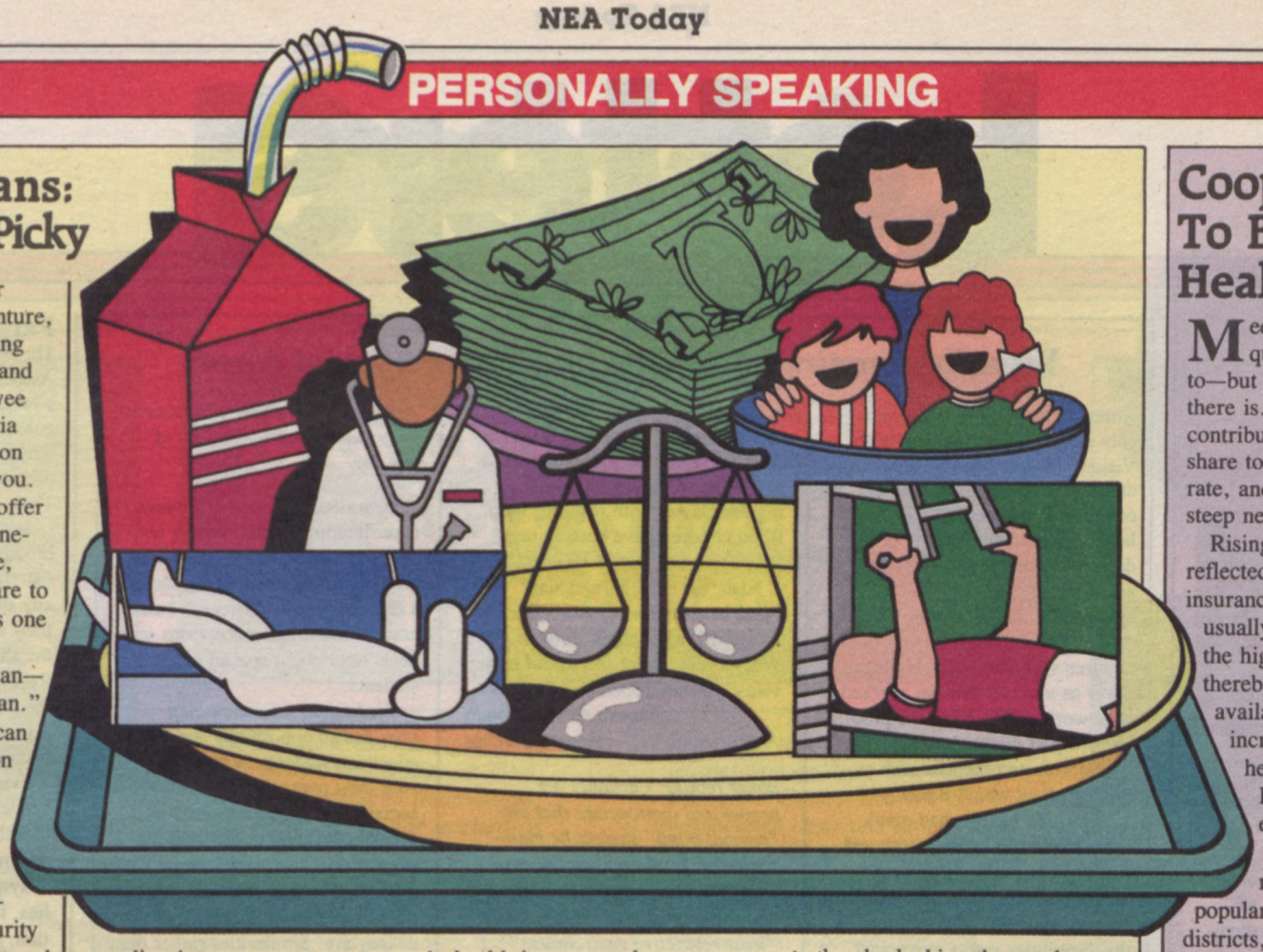


Cafeteria Plans: It's OK To Be Picky

Going to a cafeteria for lunch can be an adventure, a comfortable and nourishing experience, or a disaster—and so can getting your employee benefits through a "cafeteria plan." The results depend on the specific plan—and on you.

Existing cafeteria plans offer more than 100 different benefits, taxable and nontaxable, from insurances to child care to legal services to cash. Says one consultant in the field, "If you've seen one cafeteria plan—you've seen one cafeteria plan."

In theory, cafeteria plans can create a "win-win" situation for employers and employees. For every employee who chooses to take a reduced salary in return for some other benefit, the employer saves on Social Security taxes and on unemployment and workers' compensation premiums.

Employees, on the other hand, can tailor a benefits package to fit their personal needs. Singles, for instance, can buy less health insurance and more disability insurance, while parents may want extra dental coverage and child care.

Like the cafeteria line, however, the cafeteria plan offers some deceptive—and costly—enticements. Because understanding insurance coverages isn't easy, making a wrong choice is quite possible. A cafeteria plan may tempt some employees—especially those who are younger and lower-paid—to skimp on needed health insurance in favor of more tangible benefits like health club memberships or cash.

Worse, employers can use the array of choices to disguise poor benefits. For example, by pricing a less comprehensive health insurance plan attractively, an employer can persuade workers to give themselves a benefits cut without realizing it.

Finally, cafeteria plans cost more to administer than "one size fits all" benefits packages do. Higher administrative costs can eat up some of the potential savings. The school district may even decide to hand over administration of the plan to a single insurance company, thereby locking the employees into one company's products. Far better are plans that employ an independent administrator, whom the Association can influence.

Used correctly, a cafeteria plan can mean more benefits and greater freedom in selecting those benefits. But this freedom, like any other, brings a responsibility: to understand what is being offered and what your own needs are. □

Guarding Your Health Insurance Coverage

Group health insurance coverage is something most of us take for granted. Take Jane Q. Educator, who's covered by her school district's insurance supplier. Like many of us, unless Jane's monthly premiums go up, or her coverage is reduced, she thinks very little about her health insurance.

But Jane's husband, John, is not presently working, so his only coverage is under Jane's plan. If she loses her job, or they divorce, health insurance becomes a really serious issue. One or both will have to replace group coverage with individual coverage. Depending upon their age and current health status, that can be both expensive and difficult.

A new federal law—the Consolidated Omnibus Reconciliation Act of 1985 (COBRA)—may provide a solution for this common problem. From now on, COBRA will extend health coverage for 18 to 36 months to those whose group benefits are about to be cut off.* The law also says beneficiaries will be charged for this continued coverage at a rate that can't exceed what the employer pays by more than 2 percent.

COBRA was passed only a short time ago, and it's already been amended by the Tax Reform Act of 1986. Clarifying regulations aren't readily available, and many experts expect to see new wrinkles in this area as time goes on.

But at least for now, COBRA protects any employee who is terminated for reasons other than "gross misconduct," or who loses health insurance coverage due to reduction in working hours. Dependents are protected if they lose coverage for these reasons or because the employee dies, is divorced or legally separated, or becomes entitled to Medicare benefits. COBRA also protects a child who loses coverage by ceasing to be a dependent.

In the case of an employee who loses health coverage due to termination or reduction in working hours, COBRA extends that coverage for 18 months. In all other cases, COBRA extends the coverage for 36 months. However, coverage ends when a beneficiary or employee obtains other group insurance or Medicare, when a spouse remarries or acquires new coverage, when the premium is not paid, or when the employer discontinues the plan.

COBRA mandates strict notification requirements and severely penalizes employers who violate them. Group health insurance participants must be informed about their rights under COBRA law through a general notice to all employees and again through a specific notice when they're about to lose their benefits.

Still, you may be wise to seek help now in finding out whether you qualify for such coverage, particularly if you're in poor health and so might have trouble getting coverage from an independent source. Write to the Internal Revenue Service, Room 4238, 1111 Constitution Ave., N.W., Washington, DC 20224, or call 202/566-6212. □

* Effective dates vary; check with your health insurance plan administrator.

Cooperating To Bring Down Health Costs

Medical costs aren't rising quite as fast as they used to—but that's all the good news there is. These expenses still contribute more than their share to the overall inflation rate, and now they've started a steep new climb.

Rising medical costs are reflected in costlier health insurance plans. School boards usually react by either paying the higher premiums—thereby cutting into the funds available for salary increases—or reducing health insurance benefits. Either way, school employees lose.

But now a third response is growing in popularity. In several school districts, the local Association, the school board, the insurance carrier, and the Association membership have gotten together to institute cost-containment programs that have actually reduced the cost of health insurance while increasing the benefits.

In Maryland, NEA Special Services staff recently worked with the Allegany County Teachers Association, the county school board, and Blue Cross/Blue Shield to save money—and succeeded to the tune of $100,000 to $150,000 in the first year.

They accomplished these savings by such steps as requiring second opinions for non-emergency surgery and starting an admission review program that determines whether hospitalization is warranted.

Two of the other cost-cutting tactics: rewarding patients who discover errors on their bills and negotiating discounts with local doctors and hospitals.

These steps succeeded in protecting Allegany County's education employees from a health insurance premium increase. In fact, they made possible a premium *reduction*—plus a new dental and vision plan.

Tennessee's Memphis Education Association was able to meet a similar challenge with the help of NEA Special Services—turning a potential health insurance rate increase into a new dental plan plus a rate decrease.

In addition to the documented dollar savings, these cost-containment features may even have saved some lives. Since every medical procedure carries with it some degree of risk, avoiding needless hospitalization and surgery exposes members to fewer chances for complications. □

Letters

Teaching Languages

While I enjoyed the April cover story on the resurgence of foreign languages, I was sorry to see no mention of Latin. I firmly believe no other subject offers more to the student in terms of understanding his own language and others. Former students have told me that Latin has been extremely beneficial in their college studies of science and the humanities.

Unfortunately, many schools cannot offer Latin because of the lack of qualified teachers.

Jody Mabe
Boise, Idaho

This may be the only letter you ever receive from an experienced and successful foreign language teacher who is opposed to the universal teaching of languages.

The recent upswing in foreign language teaching nationwide reflects the silly and misguided notion that students are made more "international" and "cosmopolitan" by enduring one or two years of a modern language. Language teachers know better. But, wanting to be in demand and command some respect, they promote all the cliches about international business competition requiring cross-cultural understanding, and so forth ad nauseam.

In most communities, foreign language courses should be allowed to float at their own value, just like difficult academic pursuits such as calculus and botany. Students who feel drawn to learning foreign tongues will find these classes, and in them they will find enough of their own peers to warrant a first class instruction in the languages.

What is required in high school or even the first two years of college is but a pale reflection, a tease, a smattering. And for some students, it is a painful and frustrating smattering, a world where they never need to venture in the first place, something unreal and unreinforced, promoted by a bizarre teacher who has made it a point to be different from everyone else on the faculty, someone who visits Europe once a year and tries to push what he picks up the rest of the year.

Gary Kolar
Douglasville, Georgia

'Simplification'?

The "You and Your Retirement" article on TDAs and tax reform (April) is fine up until the very end, where it talks about the years when new retirees are getting back their own already-taxed state retirement contributions.

This "recovery period" was another victim of tax reform. Since July 1, 1986, new retireees who contributed to their own pensions have found their retirement checks partially nontaxable, but mostly *taxable*. Another 'simplification' creating the need for more complex retirement and tax planning...

Jack Bruso
Phoenix, Arizona

'Scabs'?

I was disappointed with the choice of words in the Homer, Ill., strike story ("Local Look," April). The word *scabs* seems a poor description of people who have feelings, emotions, and families and are doing what they can to earn money.

I understand the article. But people are people, regardless of which side of the fence they are on.

James York
Canyonville, Oregon

Readiness To Learn

I take hearty offense at the views of both Samuel Sava and Dave Elkind ("Trends," March). They use the same foolish arguments that have held back early childhood education for years.

Sava's use of Einstein as role model was completely illogical. Because Einstein didn't talk until age four, does Sava wish us to tape children's mouths shut and stuff their ears with cotton so they can't talk until that "magic" age?

Of course not! Then why should we keep children who are ready and eager to read from learning just because for the last 40 years that's what has been done?

Elkind stated that education is a lifelong process. The only problem is that he must feel life doesn't begin until age six or seven!

There's no magic age when all children begin to walk, talk, ride a bike, or tie shoes. Each child is an individual and should be treated as such.

Glennda Brown
Prichard, West Virginia

'Thanks'

Thank you for including the article "Have You Really Looked at Your School Library Lately?" (March).

Classroom teachers need to clearly understand that the library/media specialist of the '80's is a teacher, a librarian, and many times a technology specialist all rolled into one. Our goal in school libraries is to provide a "learning center" that supports the total school curriculum and assists teachers in providing instruction in the classroom.

Vonna J. Pitel
Cedarburg, Wisconsin

Student Eye Safety

A photograph on page 11 of the March *NEA Today* shows a science student wearing visitor's spectacles, which are not adequate or recommended for working with chemicals or tools. These spectacles are designed for one-time, throw-away use by people passing through—but not working in—hazardous areas.

Chemical cover goggles should be in use in this instance. The Society for the Prevention of Blindness produces excellent, inexpensive materials for increasing eye safety awareness.

Beverly C. deGraw
Terre Haute, Indiana

Professional Library

When I first began teaching, in 1950, I was naturally a bit insecure. Luckily I turned to the one source that helped me then, as it does now: the NEA Professional Library.

The series "What Research Says to the Teacher" provides excellent support for teachers with specialized interests. Other Professional Library publications touch on more than one interest, but in a way that makes a teacher want to be an even better teacher. Indeed, no teacher should be without an opportunity to read these materials.

I realize their prices are low, but beginning teachers on a tight budget might still miss out on one or two booklets due to cost. How about the NEA Professional Library's becoming a real library where we can check out these gems for free, paying only for lateness and/or damage? Even a dues hike would be acceptable if it meant our confreres would have free access to some of the best educational materials in print today.

Alfred M. Cobb
Woodcliff Lake, New Jersey

Ed. note: More and more local NEA affiliates are building collections of books from the NEA Professional Library—and circulating these books to members on a loan-and-return basis. The NEA Professional Library currently offers local Associations a choice of two modestly priced displays, each with multiple copies of NEA's most popular professional development materials. For more information on these displays, write to the NEA Professional Library, 1201 16th St., N.W., Washington, DC 20036.

Visually Impaired Students and Their Special Needs

Although its purpose is presumably admirable, "Teaching With Vision" (March) describes an unfortunate example of noncompliance with special ed laws. Separate but equal was declared unconstitutional years ago.

Come on, NEA, it's the Decade of the Disabled! Segregation of children with handicaps is illegal. Show us a model that has worked—or is working—to solve the problems of past discrimination.

Unfortunate practices such as the one about which Baker said "...my kids haven't had many opportunities to interact with and really get to know sighted students" are being targeted across the country by civil rights activists in the disabilities rights movement.

Pat Ranzoni
Bucksport, Maine

As a teacher of visually handicapped children, I was impressed with the abilities of Debra Baker, the blind teacher.

I was distressed to read that her group of children are in a one-room situation. If these children can't be served by itinerant personnel, it seems they could be in regular classes with resource help. Blind children have been in regular classes for at least 30 years!

Also, the students and staff could benefit from Debra's teaching "regular" high school students. What a role model she would be for visually handicapped children!

Pamela C. Hackleman
Houston, Texas

Baker replies: Certainly it's proper and appropriate that any "normal blind" student be mainstreamed. It was not my intent to imply that I'm not successfully mainstreaming. But P.L. 94-142's "least restrictive environment" may not be full-time *mainstreaming. Of the six visually handicapped students I currently teach, two also have neurological handicaps. Another has recurring physical illnesses that preclude her from maintaining teachers' pace, and teachers do not permit her to make up work. Three are successfully mainstreamed for part of the day.*

Debra Baker's idea of reverse mainstreaming is an exciting concept that should be explored. As a teacher of handicapped students in a self-contained classroom, I am amazed at the misconceptions students have about special needs students.

Traditional mainstreaming provides an opportunity for special education students to function with their peers, but they are often socially isolated. As visitors in a special education classroom, the regular education students see special education students engaged in the same educational activities as they are. Similarities rather than differences become obvious. The regular education students gain first-hand knowledge. That knowledge will help the special education student be accepted in the mainstreamed environment.

Linda Barrington
South Kingstown, Rhode Island

Far Right Extremists

The Fort Wayne Education Association is presently involved in a bargaining crisis that has continued for more than a year. Teachers are working without a contract and have been since August 1986.

Just as a shark is attracted to blood in the water, the Far Right extremists move in to attack in any situation they hope to turn to their advantage. In Fort Wayne, the shark came in the form of Sally Reed. She is billed as director of the National Council for Better Education, which is tied to the National Conservative Political Action Committee, formerly headed by the late Terry Dolan.

Reed's speech at the Grand Wayne Center in downtown Fort Wayne consisted of two hours of lies, half truths, emotional exploitation, gross generalizations, and misrepresentations of NEA goals, policies, and resolutions.

Sally Reed and similar Far Right activists can cause short-term problems and concerns for local Associations. However, they will fail in the long term if local leaders are alert and members are informed of the activities and objectives of extremist groups.

Jack Spindler
Fort Wayne, Indiana

Suicide Prevention

The recent rash of teenage suicides has convinced me that it is time we all joined forces to promote programs in peer counseling for suicide prevention—and promote them as directly and vehemently as we are now waging the fight against drug abuse.

Suicide is the number one killer of youth ages 11-24, which makes this tragedy the responsibility and concern of the education system. We all need more counselors in our schools, but we can't wait until money is appropriated for them before we do something.

Also, young people often find it difficult to ask for help, especially when they are feeling angry or depressed. Sometimes the only people close to them are their peers.

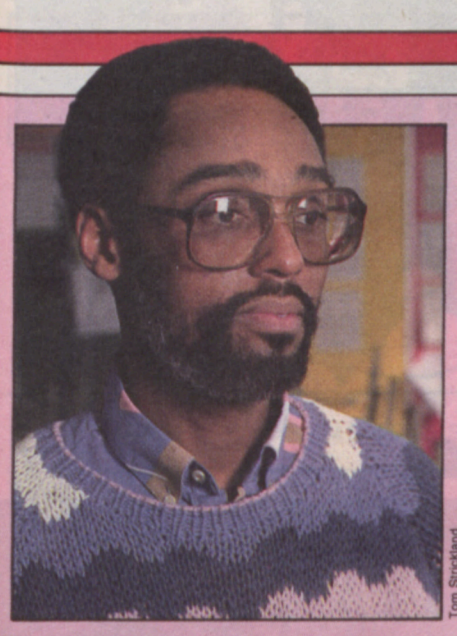
Kids can be taught to help kids, though. They can learn to be watchful and supportive of one another. They can learn to *really listen* to one another and communicate their problems. Most importantly, they can learn to recognize the warning signs of severe depression and know when to go for professional help.

Kathleen Kimball
Daytona Beach, Florida

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

Debate

Should public schools allow corporal punishment?



Tom Strickland

Charles Payne teaches eighth grade enrichment social studies at Shortridge Junior High in Indianapolis, Ind. Payne—a 20-year teacher—is an Association building representative. He's served as vice-president and executive board member of the Indianapolis Education Association and as delegate to the Indiana and NEA Representative Assemblies.

YES

I teach in a section of the country that's often called the Bible Belt—an area where many folks believe in the old adage: "spare the rod and spoil the child." I believe in it, and so do many of my colleagues—particularly in the elementary schools.

I'm adamantly opposed to child abuse, as is any dedicated educator. But I feel that when all else has failed, when you've tried everything in your power to correct an unruly child, a swat on the behind isn't inhumane treatment if it's administered without anger or maliciousness.

How should you discipline those one or two children in your classroom who are disruptive and disrespectful...who disturb their classmates and keep them from learning...who fight?

You've rewarded the students when they've done things well, held parent conferences to gain support, isolated the troublesome students, talked with them and given them extra attention, kept them after school, called time-out, withheld privileges, followed the counselor's advice. Still there are days when these children are belligerent and the safety of other students is at stake.

You know these youngsters well. They aren't bad. They're like many of us were when we were growing up: determined to do as much—or as little—as is permitted.

Many would argue that when all else fails, we should try suspension. I contend that when students are suspended from school, they lose valuable class time they can ill afford to miss. Why send children home for two or three days when a quick tap will remind them that their behavior is unacceptable?

I can anticipate one of my opponent's arguments against corporal punishment: *any* form of violence is wrong, and educators shouldn't encourage violence by using it as a method of correction.

Well, I've seen many educators' attitudes—including my own—change during my 20 years of teaching. We turned away from corporal punishment in the '60s and early '70s because society was so opposed to violence during the Viet Nam era. But the country has taken a more conservative turn in the '80s, and some parents have begun to pressure schools to return to stronger discipline, including corporal punishment as one alternative.

The discipline they want, and that I feel is sometimes necessary, can hardly be compared to the violence of war. In fact, it isn't violent at all.

Why, you ask, isn't physical punishment violent? Well, I'm not suggesting that educators use a belt or a board, or keep such things in full view of the class. I'd be the first to oppose such measures. I'm referring to the little reminder that many of our parents and teachers gave us—the old-fashioned spanking. Our parents and teachers loved us, and they corrected us. I believe I speak for my colleagues when I say we love our students.

This brings me to another point: Who should administer corporal punishment? The principal? A counselor? Absolutely not! Children spend most of their day with teachers. We're the ones who pick up students when they fall, who praise them when they do well, who encourage them. Teachers—those with whom students are most familiar—should administer the punishment.

I suggest that parents who don't want their children touched visit the classroom unannounced to observe their youngsters' behavior. Then let them tell us how to solve the problems.

Small children may be warned many times not to touch a hot stove. But they often try it—once. Then the meaning of "hot" becomes clear to the children, and they avoid the stove.

Spanking works the same way. Once children know that certain kinds of behavior bring a hot hand, they avoid the behavior.

Michael Duffy

Betty MacNeal, a 23-year veteran, teaches first grade at Mill Ridge Primary in Danbury, Conn. She's membership chair and an executive board member of Danbury-NEA and sits on the Connecticut Education Association's Human Relations Commission. MacNeal has also served as a volunteer for the New Milford Youth Agency Hot Line.

NO

Spare the rod? Yes. Spoil the child? No. Correct children without physical punishment.

We teach preschoolers through second graders at Mill Ridge. Most people would agree it's during this age span that children form behavioral patterns that will follow them through their school years. How educators handle discipline problems in the early grades, then, is critical to a child's success in school.

I start each school year by talking with my students about behavior. Together we define what's acceptable and what's not. We develop realistic classroom rules and discuss what will happen if anyone breaks them.

Each of my students has some special quality. I emphasize and build on these qualities throughout the school year. Praise and reward go a long way toward making children appreciate school and the learning environment.

Now this doesn't mean that I don't encounter disruptive students—or that I ignore unacceptable behavior. On the contrary—when students misbehave, I correct them firmly, using one of the many methods available to me. I, like most teachers, determine which strategy works best in any given situation.

My opponent in this debate lists a lot of very good disciplinary measures—rewards, isolation, parent conferences, extra attention, detention, counseling. All his suggestions are excellent—except for corporal punishment.

Do spankings really help? I don't think so. Like all of us, children have bad days. They may remember well a spanking they've had, but still continue the unacceptable behavior. What happens then? Are teachers supposed to spank again—this time with more force? Most important, do the spankings get to the root of the problem?

The threat of a spanking won't stop children who are determined to hurt their classmates—or themselves. Teachers should remove such children from the classroom.

Parents can come to the classroom and witness their children's disruptive behavior. But if those parents are genuinely opposed to corporal punishment, teachers won't change their minds. Are you being fair to your class when some students get spanked and others don't?

Corporal punishment advocates say it's acceptable for teachers to spank children—if the teachers aren't angry. Let's be honest. When teachers resort to physical punishment, they *are* angry. They're venting their frustration because they haven't successfully reached the offenders. They're admitting failure and taking their frustration out on children.

I remain unconvinced that a spanking isn't physical violence. You touch the child. That's physical. And you touch the child in such a way that it hurts (otherwise, why do it?). That's violence!

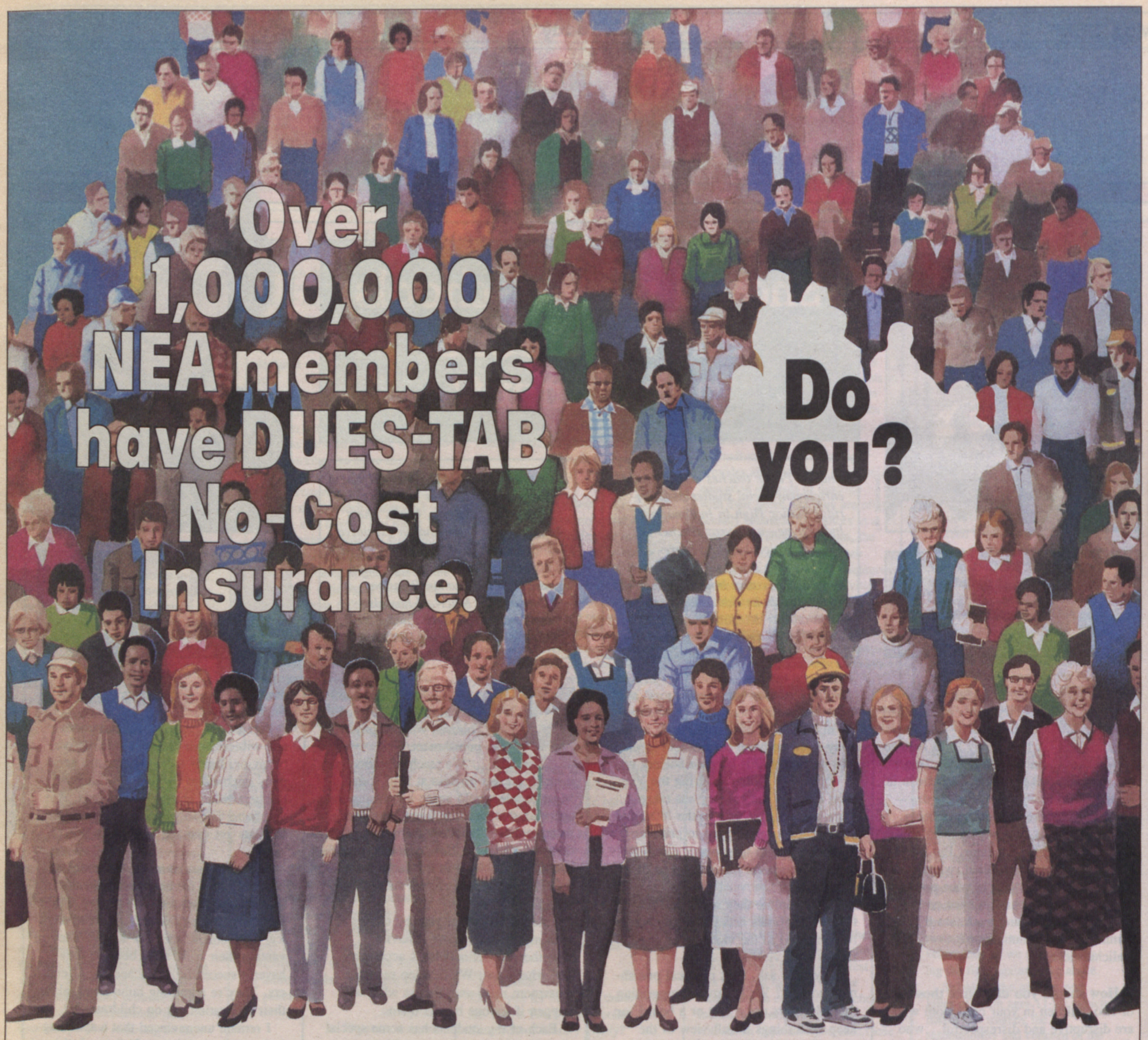
I admit some children are sometimes so disruptive that their teachers are unable to control them. These youngsters often have problems at home and find it difficult to adjust to school. They may be abused or live with alcoholic parents. Some children live with parents who give them no attention. All of these children may be crying out for special help—and we should see that they get it.

Here at Mill Ridge, we have "Special Friends"—a team consisting of a psychological examiner, social workers, and volunteers who counsel disruptive students and their parents. The work of Special Friends is confidential, unless it involves abused children or children who may hurt themselves or others.

Special Friends visit classrooms to leave rewards for children who are really trying to improve. Their methods work because the children know that the Special Friends care about them.

They know that *I* care.

I speak for my colleagues at Mill Ridge as well as myself. Our students are well disciplined. And we *don't* resort to corporal punishment. □



Have you certified yet?

All eligible NEA members* are entitled to no-cost insurance protection as a *benefit of membership.* It's called NEA DUES-TAB; and to receive it *all you have to do is certify* by completing the DUES-TAB certification enrollment form. If you're one of the over one million members who have already certified, your coverage is now in force protecting you and your family. If you haven't certified yet, now's the time to activate your pre-approved, no-cost insurance benefit.

Here's what you'll receive with NEA DUES-TAB:

- It pays $25,000 for accidental death or dismemberment that occurs while on the job, or while serving as an Association leader.
- Depending on the length of time you have been a continuous member, it could initially pay as much as the equivalent of the past six years' NEA dues for death due to natural causes. Provided your membership is maintained, this basic death benefit will eventually grow to a maximum of $1,000.
- In case of accidental death or dismemberment that occurs while not on the job or serving as an Association leader, it pays five times the basic death benefit. This amount will eventually grow to a maximum of $5,000.

Send for your DUES-TAB certification enrollment kit today! It contains an easy certification form and complete information about DUES-TAB. Don't delay. We want all eligible members to receive the protection they deserve.

*Active, Educational Support, Reserve, Staff and Life members. Life members must be actively employed in the field of education.

Certify today! Call 1-800-637-4636

(in Maryland, 1-800-852-4636) to receive your DUES-TAB certification enrollment kit, or mail the coupon below. *(If you've already certified, do nothing. Your coverage has already been activated.)*

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NEA Special Services

UNIFIED SPECIAL SERVICES
NEA...Working for you

NEA DUES TAB
DUES-TAB. . .
a unique concept
in member protection.

nea MEMBERS INSURANCE TRUST

T-5-87

☐ Please send me a certification enrollment kit for NEA DUES-TAB No-Cost Insurance Benefit. I understand that DUES-TAB is offered by my Association as a benefit of membership, and is provided at no cost to me.

Name: _____

Address: _____ Apt.#: _____

City: _____ State: _____ Zip: _____

Phone: ( ) _____ Soc. Sec. #: _____

Mail to: **NEA Special Services Response Center**
51 Monroe Street, Suite 200, Rockville, MD 20850

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